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ABSTRACT

This manual has been assembled to enable other Schools of Public Health to survey faculty and alumni to collect information useful in curriculum planning and development. A record system is included. In addition to the "Schedules" on which information concerning study units (i.e. individual faculty or alumni) is recorded, there are "Forms" for keeping track of the study subject and the communication between them and the investigators. The survey instruments, Schedules A-D, are supplemented with a rationale for the collection of the various items of information. A code book is provided for each Schedule along with additional content codes for certain items of information such as job category. Control cards are included that enable the investigator to edit the data in a preliminary fashion and to generate basic frequency and contingency tables for information formatted according to the code books. (Author/LBH)

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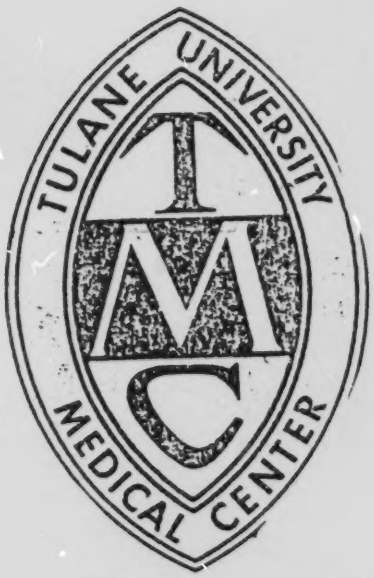
ALUMNI-FACULTY FEEDBACK FOR CURRICULUM REVISION

TULANE UNIVERSITY

STUDY MANUAL



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D.I. Clemmer, Ph.D.

W.E. Bertrand, Ph.D.

Department of Health Measurement Sciences

Tulane School of Public Health and Tropical Medicine

HE 010 214

December 30, 1977

Contract No. 231-76-0071
Bureau of Health Manpower

ALUMNI-FACULTY FEEDBACK FOR CURRICULUM REVISION

TULANE UNIVERSITY

STUDY MANUAL

D.I. Clemmer, Ph.D.
W.E. Bertrand, Ph.D.
Department of Health Measurement Sciences
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1. INTRODUCTION

This manual has been assembled to enable other Schools of Public Health to carry out surveys of faculty and alumni for the purpose of collecting information to be used in curriculum planning and development.

A record system is included. In addition to the "Schedules" on which information concerning study units, i.e. individual faculty or alumni, is recorded, there are "Forms" which are used to keep track of the study subjects and the flow of communication between them and the investigators.

The Survey instruments, Schedules A-D, are supplemented with a rationale for the collection of the various items of information. A code book is provided for each Schedule along with additional content codes for certain iters of information such as job category. Finally control cards are included which will enable the investigator to clean and edit the data in a preliminary fashion and to generate basic frequency and contingency tables for information formatted according to the code books.

When using the records several practical hints may be useful:

1. Use No. 2 1/2 pencils and block printing.
2. Use "X" marks rather than "✓" marks in boxes.

2. ALUMNI SURVEY

2.1. Study Population

The population for the survey will consist of graduates of the School of Public Health for a given period of time and identified by the various sources available through the School and its affiliated alumni organizations.

2.2. Methods

2.2.1. Assembling the study population

Once the study time period has been decided, names of persons who received

degrees during that time period will be obtained from sources which will vary from School to School. Possible sources are:

-commencement programs

-school bulletins

-alumni records

-listing maintained by the appropriate administrative offices e.g. student affairs.

You will want to consider what additional information is available from each source since the following items will be needed to complete Schedule A:

-Alummus identification

-most current mailing address

-sex

-year of graduation

-degree received

-SPH program or major field of study

Persons receiving degrees during the study period are listed on Form 1 by year of graduation. For each person on the list, a Schedule A is completed. Persons receiving more than one degree from the School during the study period will have 2 Schedule A's. These are clipped together so that each person is counted only one -for the highest or most recent degree.

It will be necessary to take note of persons for whom an initial mailing address is not immediately available. Form 1 can be used for this purpose.

2.2.2. Keeping track of the study population

After alphabetizing the now unduplicated Schedule A's the names are entered on Form 2 and I.D. numbers are assigned. Form 2 is constructed to permit monitoring the mailings and responses. Space is provided for the original mailing, one re-address mailing and two follow-ups.

2.2.3. Mailings

Although we used individually typed and signed letters for our first mailing, we do not know whether this increased our response rate. We do believe that self-addressed envelopes (use a return address stamp) with postage stamps for domestic addresses are advisable. Copies of the first cover letter and two follow up letters are shown (Forms 3,4,5). Our response rate was increased from about 50% to 65% with the mailing of a second copy of the questionnaire.

Schemata for the disposition of the Study Population and use of the record system are shown in Figures 1 and 2 respectively.

2.3. Record System

2.3.1. The system of records for the Alumni Survey will include all of the records used for the collection of information relevant to the Study Units and the records used for processing the Study Units through the phases of each Stage of the Survey. The records will be classifed as follows:

(a) Schedules

The word "Schedule" will designate the records which will be used for each of the Study Units. The Schedule will be identified by an upper case letter. Schedules will be lettered in alphabetical sequence, starting with the letter "A".

(b) Forms

The word "Form" will designate the records which will be used to document the processing of the Units being studied. The forms will be identified with Arabic numerals. Forms will be numbered in numerical sequence, starting with number "1".

2.3.2. Listing of records for use in the Alumni Survey

2.3.2.1. Schedules

Identification	Title
A	Alumnus Identification
B	Alumni Questionnaire

Fig. 1. Schema for Identification and Disposition of the Alumni Study Population

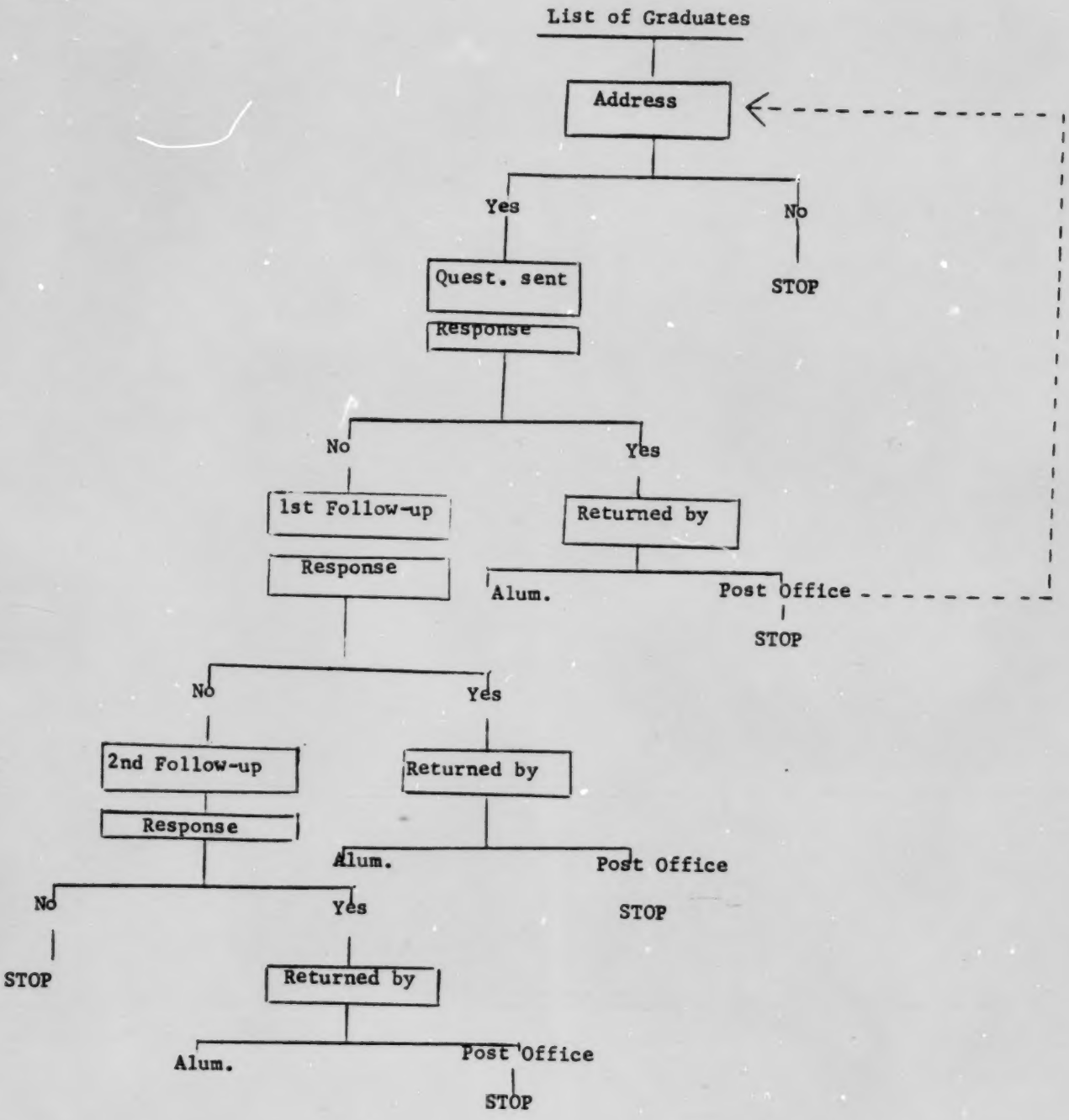
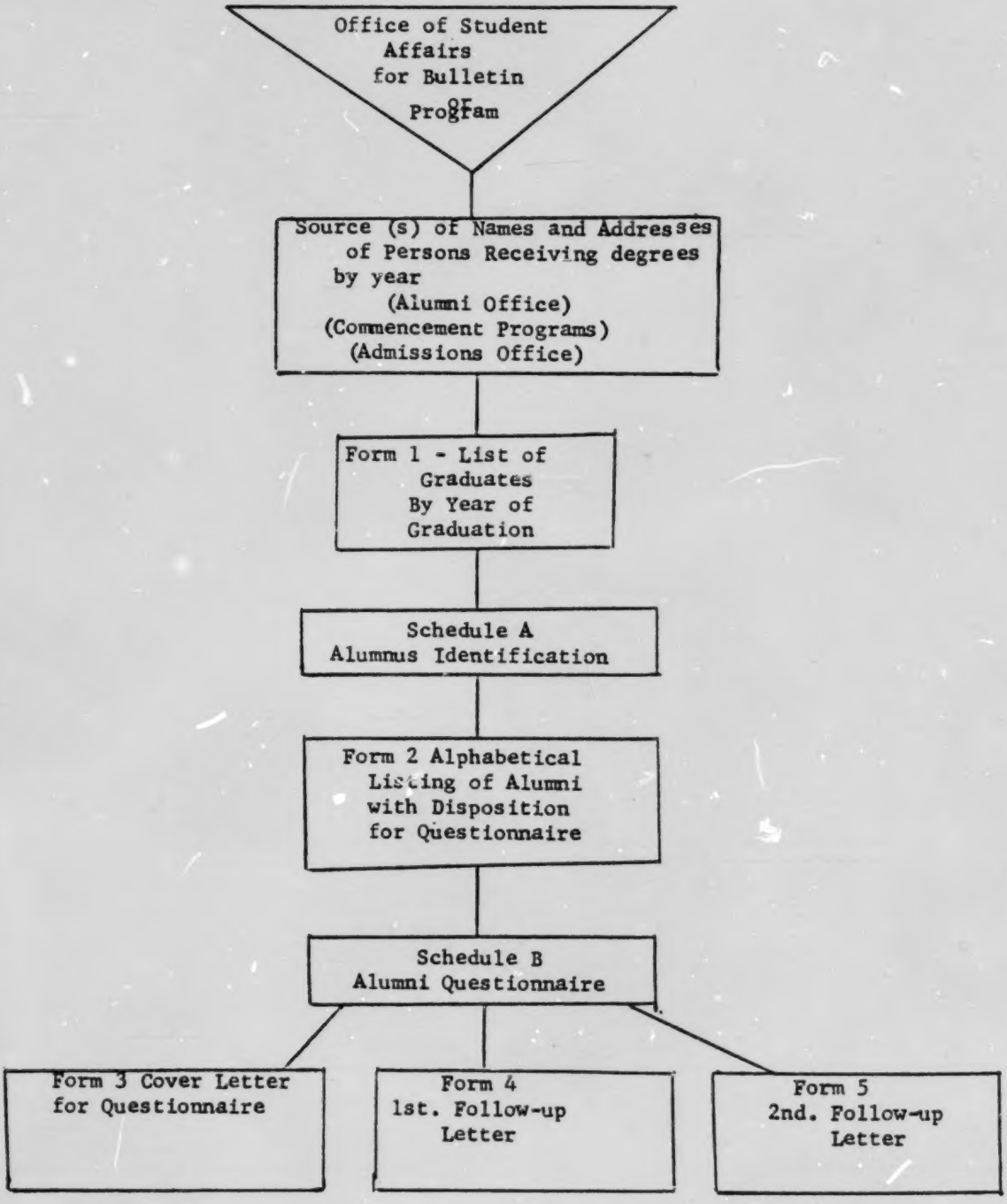


Fig. 2: Schema for Use of the Alumni Record System


Office of Student Affairs for Bulletin Program
Source (s) of Names and Addresses of Persons Receiving degrees by year (Alumni Office) (Commencement Programs) (Admissions Office)
Form 1 - List of Graduates By Year of Graduation
Schedule A Alumnus Identification
Form 2 Alphabetical Listing of Alumni with Disposition for Questionnaire
Schedule B Alumni Questionnaire
Form 3 Cover Letter for Questionnaire
Form 4 1st. Follow-up Letter
Form 5 2nd. Follow-up Letter

2.3.2.2. Forms

Identification	Title
1	List of Graduates By Year of Graduation
2	Alphabetical Listing of Graduates with Disposition For Questionnaire
3,4,5,	Samples - Cover and Follow-up Letters.

Form 1
(Dept.)
(School)

Alumni Survey

(Date)

LIST OF GRADUATES BY YEAR OF GRADUATION

1. YEAR OF GRADUATION (yr.) ◯ (yr.) ◯ (yr.) ◯ (yr.) ◯

2. SEQUENCE NUMBER	3. NAME Last First M. I.	4. ADDRESS Located: Alum. Office Yes	Alum. Office No	If No, Other Source Yes	If No, Other Source No	If located, Address street city, state, county, zip	5. DISPOSITION FOR SCHEDULE A INITIATED Yes	No	If yes, date m/d/yr	6. COMMENTS
	←TOTAL→									

14

15

Alumni Survey

Form 1 - List of Graduates by Year of Graduation

INSTRUCTIONS

The purpose of Form 2 - List of Graduate Alumni by Year of Graduation - will be to provide a list of all alumni identified, their addresses if located, and their disposition for Schedule A.

1. An X will be marked in the circle for year of graduation.
2. Each person identified from the source listing or file as having graduated in that year will be listed.
3. This will be repeated for each year of graduation included in the survey.

Item 1: Year of Graduation
This item will be marked prior to completion of Form 2 as discribed above

Item 2: Sequence Number
Each entry will be numbered sequentially by year of graduation beginning with the number 1. The entries will be totaled at the end of each page and totaled for each year of graduation. The totals by year of graduation will then be added for the grand total.

Item 3: Name - Last, First, M.I.
The full name of the alumnus will be entered Last, First, M.I. as it appears in the source listing or file.

Item 4: Address Located

a. Alumni Office (or first source from which address is sought)

1. Yes
An X will be entered in the box for "Yes" if the address was located in the Alumni Office; otherwise the box will be left blank.

2. No
An X will be entered in the box for "No" if the address was not located in the Alumni Office; otherwise, the box will be left blank.

If No other source

a. Yes
An X will be marked in the box for "Yes" if address was located in some place other than Alumni Office; otherwise, the box will be left blank.

b. No
An X will be marked in the box for "No" if address was not located in any place; otherwise the box will be left blank.

b. If Located, Address-Street, City, State, County, Zip
If an X appears in the box for "Yes" Alumni Office or "Yes" Other Source, the address is entered in this space.

Item 5: Disposition for Schedule A-Schedule A initiated

1. Yes
An X will be marked in the box for "Yes" if a Schedule A - Alumnus Identification - has been initiated for the person; otherwise, the box will be left blank.

2. No
An X will be marked in the box for "No" if Schedule A- Alumnus Identification- was not initiated for any reason; otherwise, the box will be left blank.

If Yes Date m/d/yr
The date Schedule A was initiated will be entered in the blank by manth, date and year.

Item 6: Comments
Any appropriate comments about the entry not covered by preceding items may be entered in this space.

Item 7: Totals
On completion of the entries on a page, the page will be summarized as follows:

a. Sequence number will be totaled as described in Item 2

b. Column for Item 4 - Alumni Office

1. Yes
Count the X's in the column for "Yes" and enter the total number

2. No
Count the X's in the column for "No" and enter the total number

Combined Total-Cross Check
Add the totals in the columns for "Yes" and "No". It will be the same as the total for Item 2.

c. Column for Disposition Schedule A-completed

1. Yes

   Count the X's in the column for "Yes" and enter the total number

2. No

   Count the X's in the column for "No" and enter the total number.

On completion of the entries for each year of graduation, combine the totals at the bottom of each page.

On completion of the entries for the form, combine the totals for each year of graduation for a summary total.

Form 2
(Dept.)
(School)

Alumni Survey

ALPHABETICAL LISTING OF GRADUATES WITH DISPOSITION

FOR QUESTIONNAIRE

(Date)

1. I. D. NUMBER	2. NAME Last / First / M. I.	3. Initial mailing address located		4. QUESTIONNAIRE TO GRADUATES WITH S. P. H. DEGREES																										5. COMMENTS
				Sent			If YES, returned							If yes new address obtained or original not returned by alumnus:														For Returned by Alum			
																												Pages completed			
																												< 3 pp			
																												Never employed	chose not to complete	>3 Pages	
		YES	NO	YES	NO Address Unk.	NO Other	YES	NO	If yes, P. O.	If yes, Alum.	Date M/D/Y	P.O returned new addr? Yes	P.O returned new addr? No	Followup Sent Yes	Followup Sent No	Followup Sent If yes date sent M/D/Y	If sent, returned Yes	If sent, returned No	If yes P. O.	If yes Alum.	If yes Date M/D	If no, 2nd followup sent Yes	If no, 2nd followup sent No	If no, 2nd followup sent Date M/D	If sent returned Yes	If sent returned No	If sent returned Date M/D				
19	← TOTAL →																														20

Alumni Survey
Form 2 - Alphabetical Listing of Graduates with Disposition for Questionnaire

INSTRUCTIONS

The purpose of Form 2 - Alphabetical Listing of Graduates with disposition for Questionnaire - will be to provide a register or master list of graduates in alphabetical order and the complete disposition for the questionnaire - Schedule B. The use of Form 2 will be as follows:

1. Prior to completion of Form 2, Schedules A will be arranged in alphabetical order.
2. If an Alumnus has more than one Schedule A, they are clipped together.
3. Each person is then listed once in alphabetical order on Form 2.

Item 1: I.D. Number
This is a 4 (or 3) digit number assigned sequentially beginning with 0001 (or 001 etc. as needed).

Item 2: Name - Last, First, M.I.
The full name of the alumnus as it appears on Schedule A will be entered in the space provided.

Item 3: Initial Mailing Address Located

a. Yes
An X will be entered in the box for "Yes" if Item 3 on Schedule A contains any mailing address; otherwise the box will be left blank.

b. No
An X will be entered in the box for "No" if Item 3 on Schedule A is blank; otherwise, the box will be left blank.

Item 4: Questionnaire to Graduates with S.P.H. Degrees Sent

a. Yes
An X will be entered in the box for "Yes" if a questionnaire (Schedule B) was sent; otherwise the box will be left blank.

b. No

1. Address Unknown
An X will be entered in the box for "Address Unknown" if the questionnaire was not sent for this reason; otherwise, the box will be left blank.

2. Other
An X will be entered in the box for "Other" if the person is ineligible to receive a questionnaire for any reason. An example would be persons who have been used in a pre-test. Otherwise, the box will be left blank.

c. If yes, Returned

1. Yes

An X will be entered in the box for "Yes" if the questionnaire was returned; otherwise the box will be left blank.

2. No

An X will be entered in the box for "No" if the questionnaire was not returned; otherwise the box will be left blank.

3. If yes

a. Post Office

An X will be entered in the column for "P.O." if the questionnaire was returned by the post office; otherwise, the box will be left blank.

b. Alumnus

An X will be entered in the box for "Alumnus" if the questionnaire was returned by the Alumnus.

c. Date m/d/y

Enter the month, day and year the questionnaire was returned.

d. If P.O. returned, new address?

1. Yes

An X will be entered in the box for "Yes" if a new address was obtained for those questionnaires returned by the post office; otherwise, the box will be left blank.

2. No

An X will be entered in the box for "No" if a new address was not obtained; otherwise, the box will be left blank.

e. If yes, new address obtained or original not returned by Alumnus

1. Follow-up sent

a. Yes

An X will be entered in the box for "Yes" if a follow-up questionnaire was sent; otherwise the box will be left blank

b. No

An X will be entered in the box for "No" if no follow-up attempt was made; otherwise, the box will be left blank.

c. If yes, date sent m/d/y

Enter the month, day and year the follow-up was sent.

2. If sent, returned
   a. Yes
      An X will be entered in the box for "Yes" if the follow-up questionnaire was returned; otherwise the box will be left blank.
   b. No
      An X will be entered in the box for "No" if the follow-up questionnaire was not returned; otherwise, the box will be left blank.
   c. If yes
      i. P.O.
         An X will be entered in the box for "P.O." if the post office returned the follow-up questionnaire; otherwise the box will be left blank.
      ii. Alum
         An X will be entered in the box for "Alum" if the follow-up questionnaire was returned by the alumnus; otherwise, the box will be left blank.
      iii. Date m/d
         The month and day the questionnaire was returned will be entered in the space provided.
   d. If no, 2nd follow-up sent
      i. Yes
         An X will be entered in the box for "Yes" if a second follow-up was sent to the alumnus whose questionnaire was not returned; otherwise, the box will be left blank.
      ii. No
         An X will be entered in the box for "No" if a second follow-up questionnaire was not sent.
      iii. Date m/d
         The month and day the second follow-up was sent will be entered in the space provided.
   e. If sent, returned
      i. Yes
         An X will be entered in the box for "Yes" if the second follow-up questionnaire was returned; otherwise, the box will be left blank.
      ii. No
         An X will be entered in the box for "No" if the second follow-up questionnaire was not returned; otherwise, the box will be left blank.

iii. Date m/d
The month and day the second follow-up was returned will be entered in the space provided

d. For Returned by Alumnus
Pages Completed
1. ≤ 3 pages
a. Never Employed
An X will be entered in the box for "Never Employed" if the alumnus was unable to complete more than three pages of the questionnaire because the person was never employed; otherwise, the box will be left blank.
b. Chose not to complete
An X will be entered in the box for "Chose Not To" if the Alumnus had been employed since graduation, but chose not to complete more than three pages of the questionnaire; otherwise, the box will be left blank.
2. > 3 pages
An X will be entered in the box for " 3 pages" if the alumnus completed more than three pages of the questionnaire; otherwise, the box will be left blank.

Item 5: Comments
Any appropriate comments about the entry not covered by preceding items may be entered in this space.

Item 6: Totals
On completion of the entries on a page, the page will be summarized as follows:
Count the number of X's in each column and enter the total number in the spaces provided.
On completion of Form 3, the totals for each page will be combined for a summary total.

Form 3 - sample

TULANE UNIVERSITY

School of Public Health and Tropical Medicine

1430 Tulane Avenue, New Orleans, La. 70112 U.S.A.

October 1, 1974

Reference No. _____

Dear

I am writing as chairperson of the Committee on Core Objectives. This Committee was charged by Dr. John Walsh, as Acting-Dean of the School of Public Health and Tropical Medicine, with the responsibility of making recommendations concerning the core curriculum for Master's level students in the SPHTM.

The Committee agreed that our alumni were best able to tell us in what ways their educational experiences at the SPHTM were useful to them as preparation for their present jobs. They could also tell us what activities they had found most important in fulfilling the demands of their jobs. Having this information would be an invaluable aid in planning a curriculum which would prepare our incoming students to meet the challenges they would face as Public Health Professionals after leaving the SPHTM.

The enclosed questionnaire is a lengthy one and in completing it, we are asking for a major donation of your time. The responses of those of you who have only recently entered the field of health are equally important to us as the responses of those, such as physicians, who attended the SPHTM in mid-career. I hope you will consider your donation of time as an investment whose dividends will be the increased effectiveness of our teaching programs in the SPHTM.

If, for any reason, you would prefer not to complete the questionnaire, please fill out just the first two pages through Item 13 and return them to us.

Your response by November 1, would be greatly appreciated.

Sincerely yours,

D.I. Clemmer, Ph.D.
for the
Core Objectives Committee

DIC:lt

DEPARTMENT OF HEALTH MEASUREMENT SCIENCES - Biostatistics/Epidemiology/Population Studies

Form 4 - sample

17

TULANE UNIVERSITY

School of Public Health and Tropical Medicine

1430 Tulane Avenue, New Orleans, La. 70112 U.S.A.

December , 1974

Reference No. _____

In early November, we mailed you a questionnaire titled "Alumni Survey, Tulane School of Public Health and Tropical Medicine."

We want to let you know that we would still very much appreciate receiving your response.

Again, if for any reason, you'd rather not complete the entire questionnaire, please fill out just the first two pages through Item 13 and return them to us in the self-addressed envelope.

We're hoping to publish a summary of survey results in the Spring 1975 issue of Tulane Medicine.

Thank you.

Sincerely yours,

D.I. Clemmer, Ph.D.
for the
Core Objectives Committee

DEPARTMENT OF HEALTH MEASUREMENT SCIENCES Biostatistics Epidemiology/Population Studies

January 23, 1975

In October 1974, we mailed the C. O. C. Alumni Survey questionnaire to 437 alumni of the Tulane School of Public Health and Tropical Medicine. This group comprised all graduates for the five-year period, 1969-1973. Our respondents (217 of them to date) have contributed valuable information which will help us to fulfill our primary objective, the improvement of the educational experience for students in the SPHTM.

The Alumni Survey has meanwhile assumed an additional importance. The faculty and students of the SPHTM have just embarked on an extensive self-study which will form the basis for our re-accreditation by the Council of Education in Public Health. The Alumni Survey results will provide a unique additional dimension to this self-study.

While we are encouraged by the response rate of approximately 50%, we are concerned, as you might guess, that the Alumni Survey data be as representative as possible. For this reason we are mailing the questionnaire once more to those of you who have not yet responded.

Again, if for any reason you prefer not to complete the entire questionnaire, we would greatly appreciate your completing just Items 1-13 (the first two pages) and returning the questionnaire to us at your earliest convenience.

Best wishes for 1975.

Sincerely yours,

D. I. Clemmer, Ph. D.
for the
Core Objectives Committee

Schedule A — ALUMNUS IDENTIFICATION — 12/77

IDENTIFICATION

2. Name Ms. ☐ Mr. ☐ Dr. ☐ _____ (Last First Other) 1. I D. No. _____

3. Address: _____ Re-_____

_____ Address: _____

_____ _____

4. Location of most current address:

[1] In-State [2] U. S. not State [3] Overseas [9] No data

5. Year of last graduation: 19____ 6. Sex: [1] Male [2] Female

7. Highest SPH degree received during survey period:

[1] MPH [2] MSHyg [3] DrPH [4] DrScHg

8. Program_____ 9. Highest prior degree [1] Bach. [2] Mast. [3] Doct. [9] ND

1 2 3 4 | 5 | 6 | 7 8 | 9 | 10 | 11 12 | 13

10. QUESTIONNAIRE: a. Sent? ☐ Yes ☐ No*

b. Date sent: __ __/__ __/__ __; any response? ☐ Yes ☐ No

If "Yes" __ __/__ __/__ __; Returned by: ☐ Alum* ☐ Post Office**

c. If re-addressed:

Date sent: __ __/__ __/__ __; any response? ☐ Yes ☐ No

If "Yes" __ __/__ __/__ __; Returned by ☐ Alum* ☐ Post Office**

11. FOLLOW-UP (for "No" response, Item 10)

a. 1st follow-up:

Date sent: __ __/__ __/__ __; any response? ☐ Yes ☐ No

If "Yes" __ __/__ __/__ __; Returned by: ☐ Alum* ☐ Post Office**

b. If "No" 2nd follow-up:

Date sent: __ __/__ __/__ __; any response? ☐ Yes ☐ No

If "Yes" __ __/__ __/__ __; Returned by ☐ Alum* ☐ Post Office**

12. FINAL DISPOSITION

a. Questionnaire ever sent? [1] Yes [2] No, no address [3] No, other reason — 14

b. If "Yes" any response?

[1] Yes, returned by Alum
[2] Yes, returned by Post Office
[3] No, nothing
[8] Not applicable — 15

c. If "Yes, ret. by Alum" response was received

[1] Prior to 1st follow-up
[2] After 1st follow-up, before 2nd follow-up
[3] After 2nd follow-up
[8] Not applicable — 16 17

d. If "Yes", ret. by Alum how many pages completed?

[1] ≤ 3-never employed since graduation
[2] ≤ 3-chose not to complete
[3] >3 pages
[8] Not applicable — 18 19

13. COMMENTS — 20 21

*Complete Item 12 **If no further re-addresses to try, complete Item 12

Alumni Survey
Schedule A -Alumnus Identification
RATIONALE AND INSTRUCTIONS

Rationale

Schedule A - Alumnus Identification serves 3 purposes. It records for each member of the study population information on the following variables by which respondent and non-respondent populations can be compared

-location of mailing address

-year of graduation

-sex

-degree received

-SPH program or major

-highest prior degree

These variables were selected primarily because information on them was readily available from official school sources and was easily categorized. We had originally intended to use "occupation" at entry but soon discovered that this information was not readily available. As a substitute, "highest prior degree" was obtained from the commencement programs and lists of graduates in the School Bulletins. It provided a rough but satisfactory indication of prior professional training.

Schedule A also records in detail the flow of communications between investigator and study subject. Approximately one quarter of our questionnaires were returned by the Post Office as "address unknown". A case-by-case search among faculty and students for a more current address reduced the number of "address-unknowns" to less than 5%. For this reason, we have provided space for a "re-address" in Item 3 and in Item 10.

Space for 2 follow-ups is provided. Our first follow-up consisted of a reminder letter and was sent a month after the questionnaire was mailed. Two

months after the first follow-up, a second follow-up was sent consisting of the questionnaire and a modified cover letter. The second follow-up increased our response rate from 50% to 65%.

Finally in Item 12, Schedule A allows for recording the ultimate disposition of the study subject. If the questionnaire was ever sent the three possible outcomes are "no response" "address unknown" and "response". The latter is further subdivided according to how much of the questionnaire was completed. If only the first 3 pages were completed, the respondent may either have been ineligible to complete because he/she had never been employed since graduation or the respondent may have been eligible but chose not to complete more of the questionnaire.

It should be noted that only the information on the attributes of the study subject and his/her final disposition are coded. It was not found useful to code the exact dates of the mailings and responses. A rough indication of the interval between mailing and response is provided in Item 12 by the "response received" in relation to follow-up mailings.

Instructions

Item 1: I.D. No.

The I.D. No. as it appears on Form 2, Item 1, will be entered. Note that I.D. numbers can be assigned only after Schedule A's have been alphabetized by last name of study subject and Form 2, Item 2 (name) has been completed.

Item 2: Name - Last, First, Other

The full name of the graduate will be entered as it appears on Form 1 (or source listing).

Item 3: Address, Re-Address

Enter mailing address to the right of "Address." For questionnaires returned as "address unknown," a more current address may be sought. If located, enter the more current address to the right of "Re-Address."

Item 4: Location of most current address

Self-explanatory. If the original address is updated, it may be necessary to update this Item.

Item 5: Year of last graduation

Enter last 2 digits from Form 1 (or source listing)

Item 6: Sex

If this is not recorded in an official source listing, infer from the first name. In the case of foreign students and students with ambiguous first names, an inquiry to faculty is suggested.

Item 7: Highest SPH degree received during the survey period

Enter from source listing(Note: Modify degree names to correspond with all offered by the SPH during the survey period.).

Item 8: Program

From source listing, enter Program or Major Field of SPH degree

Item 9: Highest prior degree

From a source listing, an X will be entered in the box for "Bach" if the highest prior degree is a bachelor's degree. An X will be entered in the box for "Mast" if the highest prior degree is a Master's degree. An X will be entered in the box for "Doct" if the highest prior degree is a doctorate. If no data is available on the highest prior degree, an X will be entered in the box for N.D.

Item 10: QUESTIONNAIRE

a. Sent

1. Yes

An X will be entered in the box for "Yes" if a questionnaire (Schedule B) was mailed; otherwise the box will be left blank.

2. No

An X will be entered in the box for "No" if a questionnaire (Schedule B) was not mailed; otherwise the box will be left blank. If an X is entered in the box for "No," leave blank Items 10b, 11a and 11b and proceed to Item 12 "FINAL DISPOSITION."

b. Date sent

The month, day and year will be entered in the space for "Date sent" if Item 10a is "Yes;" otherwise the space will be left blank.

any response?

1. Yes

If the questionnaire (Schedule B) is returned to the investigator after it has been mailed, an X will be entered in the box for "Yes."

2. No

If the questionnaire (Schedule B) is not returned to the investigator by the time of 1st follow-up, an X will be entered in the box for "No." If an X is entered in the box for "No," proceed to Item 11a, "1st follow-up."

If "Yes"

Enter month, day, year, response was received.

Returned by

1. Alum

   An X will be entered in the box for "Alum" if the response is from the Alumnus; otherwise the box will be left blank. If an X is entered in the box for "Alum," proceed to Item 12, "FINAL DISPOSITION."

2. Post Office

   An X will be entered in the box for "Post Office" if the questionnaire is returned by the Post Office because the alumnus is not known at the address; otherwise the box will be left blank. If an X is entered, a search for a more current address may be initiated. If located, enter in Item 3, "Re-address." If a more current address is not available, proceed to Item 12, "FINAL DISPOSITION."

c. If re-addressed

   Complete Item 10c (see instructions for Item 10b) if there is a Re-address entered in Item 3; otherwise leave blank.

Item 11: FOLLOW-UP (for "No" response, Item 10b)

a. 1st follow-up

   Complete (see instructions for Item 10b) if a 1st follow-up communication is sent; otherwise leave blank.

b. 2nd follow-up

   Complete (see instructions for Item 10b) if a 2nd follow-up communication is sent; otherwise leave blank.

Item 12: FINAL DISPOSITION

a. Questionnaire ever sent?

1. Yes

An X will be entered in the box for "Yes" if "Date sent" in Item 10b or 10c has been completed; otherwise the box will be left blank.

2. No, no address

An X will be entered in the box for "No, no address" if Item 10a is "No" and Item 3, "Address" and "Re-address" are blank; otherwise the box will be left blank.

3. No, other reason

An X will be entered in the box for "No, other reason" if Item 10a is "No" and Item 3 contains any address. Item 13, "COMMENTS" may be used to specify "other reason."

b. If "Yes," any response?

1. Yes, returned by Alum

An X will be entered in the box for "Yes, returned by Alum" if there is an X in any box for "Alum" in Item 10b, 10c, 11a or 11b; otherwise the box will be left blank.

2. Yes, returned by Post Office

An X will be entered in the box for "Yes, returned by Post Office" if the final Item completed in the sequence Item 10b, 10c, 11a, 11b contains an X in the box for "Post Office;" otherwise the box will be left blank.

3. No, nothing

An X will be entered in the box for "No, nothing" if the final Item completed in the sequence Item 10b, 10c, 11a, 11b contains an X in the box for "any response-No."

Presumably, the Alumnus received the questionnaire and chose not to respond. These are the true "non-respondents."

8. Not applicable

An X will be entered in the box for "Not applicable" if there is an X entered in Item 12a for "2-No, no address" or "3-No, other reason;" otherwise the box will be left blank.

c. If "Yes, returned by Alum" response was received

1. Prior to 1st follow-up

An X will be entered in the box for "Prior to 1st follow-up" if no 1st follow-up was sent. Also enter an X if the Alumnus' response was received on the same date that the first follow-up was sent (Item 11a-date sent). Otherwise, the box will be left blank.

2. After 1st follow-up, before 2nd follow-up

An X will be entered in this box if a 1st follow-up but no 2nd follow-up was sent and the Alumnus' response was received after 1st follow-up was sent or if the Alumnus' response was received on the same date that the 2nd follow-up was sent (Item 11b- date sent). Otherwise, the box will be left blank.

3. After 2nd follow-up

An X will be entered in the box for "After 2nd follow-up" if both 1st and 2nd follow-ups were sent (Items 11a and 11b) and the Alumnus' response (Item 11b) was received after the date on which the 2nd follow-up was sent.

8. Not applicable

An X will be entered in the box for "Not applicable" if there is an X in Item 12b for other than "1-Yes, returned by Alum;" otherwise the box will be left blank.

d. If "Yes, returned by Alum," how many pages were completed?

1. ≤3 - never employed since graduation

An X will be entered in this box if an X is entered in box 4 for Item 11 in the questionnaire (Schedule B). Otherwise the box will be left blank.

2. ≤3 - chose not to complete

An X will be entered in this box if an X is entered in box 1, 2, or 3 of Item 11 in the questionnaire (Schedule B) but there are no entries in the questionnaire beyond Item 13; otherwise the box will be left blank.

3. >3 pages

An X will be entered in this box if an X is entered in box 1, 2 or 3 of Item 11 in the questionnaire (Schedule B) and there is at least one entry to any Item beyond Item 13, i.e. Items 14-18. Otherwise the box will be left blank.

8. Not applicable

An X will be entered in the box for "Not applicable" if there is an X entered in Item 12 b for other than "1-Yes, returned by Alum;" otherwise the box will be left blank.

Schedule B

Rev. 7/15/77

Alumni Survey
School of Public Health

1. Name Ms. ☐ Mr. ☐ Dr. ☐ _____ 2. I.D. No. 1 2 3 4

3. Present address: 5
Street _____
City _____ 6 7
Country _____

4. Sex: male ☐ female ☐ 5. Year of birth ☐ 8

6. Citizenship when you last attended the SPH _____

7. Basic professional discipline, if any, at the time of last entry into the SPH (e.g., physician, social worker, psychologist). If "none" or "student," please specify. _____ 9 10 11

8. Present area of occupational specialization (e.g., med. care administration, health services planning, epidemiology, occupational health) 12

_____ 13 14 15 1

17 18

9. Academic Degrees
List all earned academic degrees (e.g., B.S., M.P.H.) beginning with baccalaureate degree and including SPH degree(s) 19

20 21

Degree	Institution	Major Field or Program	Year degree granted

22 23 24 25 26 27 28

10. Last health related job held prior to most recent entry into a SPH degree program. (if "none" or "student", please specify) 29

30 31

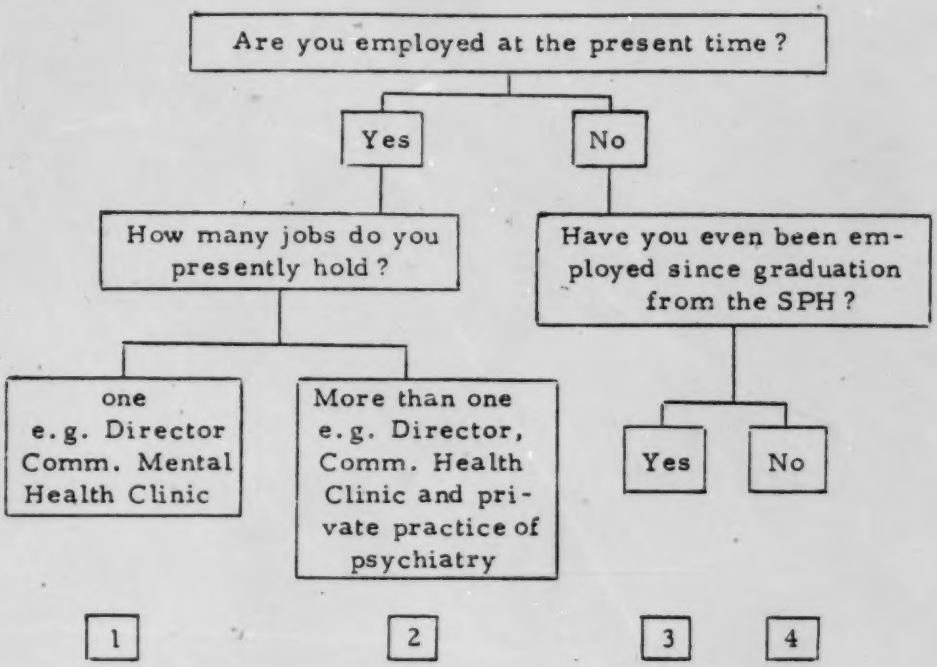
Complete Official Job Title	Organization		Year	
	Name	Country	began	ended

32 33 35 35 36

37 38 39

I.D. No._____

11. Most of the remaining questions in this questionnaire relate to "your job".
Please follow the diagram below the determine which category best describes your present job status and "X" the appropriate box at the bottom of the diagram.


Are you employed at the present time?
Yes
No
How many jobs do you presently hold?
Have you even been employed since graduation from the SPH?
one e.g. Director Comm. Mental Health Clinic
More than one e.g. Director, Comm. Health Clinic and private practice of psychiatry
Yes
No
1
2
3
4

"X" one box

If you "X"ed

[1] please tell us in Item 12 about your present job

[2] please tell us in Item 12 about the job which you regard as your principle or primary job

[3] please tell us in Item 12 about your most recent job since graduation from the SPH

[4] please specify e.g. "student," "retired" (either permanent or temporary) and return the questionnaire _____

specify

41

I.D. No._____

12. We would like some additional information about the job "X'ed" in Item 11 above

    a. Organization (e.g., New Orleans Health Department)

    _____

    b. Organizational subunit, if any (e.g., Div. of Comm. Diseases)

    _____ 42 43

    c. Complete official job title (e.g., Director of the Div. of Comm. Diseases)

    _____ 45 4

    d. Country in which you work _____ 47 48

    e. Dates of employment: Year began [ ] Year ended (or "present") [ ]

13. In attaining my job (Item 12), my degree(s) from the SPH was/were

    a. a prerequisite [ ] 49
    b. an important qualification [ ]
    c. a helpful qualification [ ]
    d. not important [ ]

We would like first to ask about the major functions you perform in this job (Item 12) and later, in Item 15, about specific activities you carry out as part of your job.

14. We have listed below a number of function s which might be performed by Health Professionals in their jobs. To help us better understand the nature of the work involved in your job (Item 12)

    a. please look over the list and place an "X" in the box beside the major functions you perform

    b. if we've left out any function which you regard as important in your job, please add it under "Other."

    c. now, please go back over the list and roughly estimate how much of your working time <u>over the period of a year</u> is devoted to <u>each</u> function you "X'ed".

I.D. No. _ _ _ _

14. (Continued)

Major functions you perform as part of job "X'ed" in Item 12	Function performed "X"	Estimate % time	
a. direct provision of personal services (e.g., medical nursing, laboratory)			6 7
b. research - collecting and/or analyzing data to yield new facts			8 9
c. administration and/or management - planning, organizing, directing, controlling, staffing			10 11
d. program evaluation			12 13
e. supervision (including training) of staff			14 15
f. formal teaching, classroom and/or field			16 17
g. liaison work - formal (e.g., committees, speaking before consumer or professional groups) or informal (personal contacts, lobbying)			18 19
h. consultation - providing information or technical assistance to help others solve problems; formal or informal			20 21
i. other (specify) _____			24
		100%	
		Do your percentages total 100%?	

1 2 3 5

I. D. No. _ _ _ _ _

15. As part of each of the major functions listed in Item 14, you carry out many specific activities. We have listed below examples of such activities in two sections:

Section a. Activities related to management/administration

Section b. General activities related to public health

We would like you to rate each activity as to its importance in meeting the demands of your job (Item 12). Note that some activities may be of little practical importance to you because they are not related to your particular professional position (Item 12).

At the end of each section, we have left space for you to add any other activities of importance to you in carrying out your job.

Please indicate your "importance" rating by circling one number on the scale:

Importance - your job 1 2 3 4 5
lesser moderate great

a. Activities Related to Management/Administration

1. Assessing community health needs.

Importance - your job 1 2 3 4 5
lesser moderate great

2. Assessing the effectiveness of existing health services in meeting community health needs.

Importance - your job 1 2 3 4 5
lesser moderate great

3. Designing or planning programs to meet community health needs.

Importance - your job 1 2 3 4 5
lesser moderate great

4. Identifying, mobilizing and coordinating community resources in meeting community health needs.

Importance - your job 1 2 3 4 5
lesser moderate great

5. Being aware of cultural differences in working with consumer or patient populations.

Importance - your job 1 2 3 4 5
lesser moderate great

6. Planning and implementing community educational programs.

Importance - your job 1 2 3 4 5
lesser moderate great

1 2 3

5

6

7

8

9

10

11

I.D. No. _ _ _ _ _

7. Utilizing paraprofessionals and/or volunteers as part of the health team.

Importance - your job 1 2 3 4 5 (lesser — moderate — great) 12

8. Being aware of the attitudes of other Health Professionals (e.g., private section) in the community towards community health programs.

Importance - your job 1 2 3 4 5 (lesser — moderate — great) 13

9. Using appropriately power, persuasion, influence and collaboration to help your program reach its goals.

Importance - your job 1 2 3 4 5 (lesser — moderate — great) 14

10. Using available resources to influence legislative decisions.

Importance - your job 1 2 3 4 5 (lesser — moderate — great) 15

11. Introducing changes into the provision of health care.

Importance - your job 1 2 3 4 5 (lesser — moderate — great) 16

12. Establishing program goals.

Importance - your job 1 2 3 4 5 (lesser — moderate — great) 17

13. Evaluating progress toward goals.

Importance - your job 1 2 3 4 5 (lesser — moderate — great) 18

14. Establishing feedback mechanisms for quality control and as indicators for needed change.

Importance - your job 1 2 3 4 5 (lesser — moderate — great) 19

15. Developing budgets for your program.

Importance - your job 1 2 3 4 5 (lesser — moderate — great) 20

16. Identifying sources fo funding; seeking funding.

Importance - your job 1 2 3 4 5 (lesser — moderate — great) 21

I.D. No. _____

17. Preparing research or contract proposals.

Importance - your job 1 2 3 4 5
lesser moderate great 22

18. Using cost-benefit and cost-effectiveness analysis.

Importance - your job 1 2 3 4 5
lesser moderate great 23

19. Using cost control data for the day to day management of your program.

Importance - your job 1 2 3 4 5
lesser moderate great 24

20. Establishing priorities for resource allocation.

Importance - your job 1 2 3 4 5
lesser moderate great 25

21. Establishing formal and informal organizational structures to carry out functions.

Importance - your job 1 2 3 4 5
lesser moderate great 26

22. Using the interdisciplinary health team approach to the solution of health problems.

Importance - your job 1 2 3 4 5
lesser moderate great 27

23. Developing and implementing administrative and personnel policies.

Importance - your job 1 2 3 4 5
lesser moderate great 28

24. Collaborating with personnel in developing policies and procedures.

Importance - your job 1 2 3 4 5
lesser moderate great 29

25. Specifying expectations, rewards, sanctions in dealing with personnel.

Importance - your job 1 2 3 4 5
lesser moderate great 30

26. Understanding the relationship of fulfilling basic human needs (e.g., recognition, rewards) to job productivity.

Importance - your job 1 2 3 4 5
lesser moderate great 31

I.D. No. _ _ _ _

27. Assisting personnel with adaptation to change.

Importance - your job 1 2 3 4 5
lesser moderate great 32

28. Conducting inservice educational and/or training programs.

Importance - your job 1 2 3 4 5
lesser moderate great 33

29. Recognizing and resolving potential and real interpersonal conflict.

Importance - your job 1 2 3 4 5
lesser moderate great 34

b. General Activities Related to Public Health

1. Understanding the difference between health care delivery systems based on crisis care as opposed to health maintenance care.

Importance - your job 1 2 3 4 5
lesser moderate great 35

2. Understanding existing and proposed legislation and its impact on health.

Importance - your job 1 2 3 4 5
lesser moderate great 36

3. Understanding how medical care is financed.

Importance - your job 1 2 3 4 5
lesser moderate great 37

4. Understanding the differences and similarities of health problems in developed and developing countries.

Importance - your job 1 2 3 4 5
lesser moderate great 38

5. Understanding concepts of planning for health services.

Importance - your job 1 2 3 4 5
lesser moderate great 39

6. Understanding problems related to the distribution of health manpower as they affect the solution of health problems.

Importance - your job 1 2 3 4 5
lesser moderate great 40

I.D. No.— — — —

7. Using epidemiologic methods for the study of community health problems.

Importance - your job 1 2 3 4 5
lesser moderate great

41

8. Collecting, analyzing, interpreting and reporting health related information.

Importance - your job 1 2 3 4 5
lesser moderate great

42

9. Using census, vital statistics, morbidity and health resources data for program planning, research or evaluation.

Importance - your job 1 2 3 4 5
lesser moderate great

43

10. Understanding the use of computers for data storage, retrieval and analysis.

Importance - your job 1 2 3 4 5
lesser moderate great

44

11. Identifying environmental hazards to human health.

Importance - your job 1 2 3 4 5
lesser moderate great

45

12. Defining and applying various indices for measuring the level of well being and illness in the community.

Importance - your job 1 2 3 4 5
lesser moderate great

46

13. Using the agent-host-environment and/or multifactorial models to understand the causation of health problems.

Importance - your job 1 2 3 4 5
lesser moderate great

47

14. Having knowledge of microbial agents causing common infectious diseases and the risk factors associated with common noninfectious diseases.

Importance - your job 1 2 3 4 5
lesser moderate great

48

15. Interpreting rates, means, medians, standard deviations and tests of statistical significance.

Importance - your job 1 2 3 4 4
lesser moderate great

49

I.D. No. _ _ _ _ _

Please list any additional activities that are important to you in carrying out your job.

16. _____ 50 51 52
_____

17. _____ 53 54 55
_____

18. _____ 56 57 58
_____

16. Changes in society such as new legislation, new technology and changing public attitudes place new demands on health workers. As a result of such changes, can you foresee any new activities which will become increasingly important in the near future for persons in jobs like yours? 1 2 3 5

a. _____ 6 7 8
_____

b. _____ 9 10 1
_____

c. _____ 12 13 14
_____

d. _____ 15 16 17
_____

I. D. No. _ _ _ _

Finally we would like to shift focus once more, this time to your educational experience in the SPH. Your responses here, both negative and positive, will be of particular value in helping us identify ways in which we can strengthen our curriculum.

17. In retrospect, what learning experiences in the SPH would have been particularly useful in preparing you for your job (Item 12) if they had been available or if you had participated in them?

a. _____ 18 19 20 21

_____

b. _____ 22 23 24 25

_____

c. _____ 26 27 28 29

_____

d. _____ 30 31 32 33

_____

18. Finally, do you have any special comments or suggestions as to how we can improve the educational experiences at the SPH?

_____ 34 35 36

_____

_____ 37 38 39

_____

_____ 40 41 42

_____

_____ 43 44 45

_____

_____ 46 47 48

_____

Thank you for your cooperation.

Alumni Survey
Schedule B - Alumni Survey Questionnaire
RATIONALE AND INSTRUCTIONS

Rationale

Schedule B, the actual survey instrument for the major data collection in this study, represents the end result of numerous critiques and changes. It is divided into four major segments. The first of these segments involves independent characteristics of the respondent which provide the major descriptors for categorizing our results. These variables are selected from those indicators known to be correlated with different activities in public health, as well as personal characteristics demonstrated to have an effect upon training and achievement. This set of data items includes 1) the present address of the respondent; 2) sex; 3) year of birth; 4) citizenship of the respondent as a student; 5) the basic professional discipline; and 6) academic background. Items 10-12 attempt to establish a minimal job history for the occupation under consideration.

The second main group of questions was intended to include the major kinds of general activities (Major Functions) carried out by health professionals in their jobs. The ultimate objective was to rank the importance of the functions for different occupational groups in public health. The data was to serve as an aid in setting priorities for future education . The functions which accounted for the greater proportion of time in a given occupational group would be the functions for which training would be the most important.

Related to each of the major occupational groupings and their special functions, we attempted to focus on the more detailed activities related to the demands of a given position. The third part of the questionnaire includes a total of 44 activities phrased in attitudinal terms. These activities represent a combination of suggestions drawn from members of the various within the SPHTM, as well as from the literature and experience available to the formulators of the study.

While generally considered to be descriptor variables expected to cluster around certain occupational categories, the activity questions can also be used as dependent variables reflecting the end results of specific occupational or work socialization patterns. As an extension of the 44 item set, several open-ended questions were included in order to provide illustrative content and new suggestions for additions to the currently generated activity list.

The fourth and final section of the questionnaire includes two questions directed towards providing feedback concerning learning experiences in the School of Public Health and how the Alumni might improve them given the opportunity.

In summary, the rationale for the Alumni Survey can be stated in the general form that information regarding characteristics and current activities of Alumni of a school of public health can be used to systematically plan future education. Given this premise, the most important single piece of information for the curriculum planner is a summary of what the individual job holder in the field of public health actually does as part of his/her job; hence, our activity listings. The questionnaire developed here adequately covers activities oriented towards administration of the public health enterprise. Other areas, as we have noted, will require adjustments to the instrument. We feel secure however, in saying that the general format is well tested and the questionnaire fulfills the function for which it was designed.

Instructions

The Alumni Survey form is self-explanatory and can be used with a minimal amount of additional instruction incorporated into a cover letter. It is strongly recommended that before survey forms are sent out to the Alumni, they be numbered with the I.D. number assigned on Form 2 and Schedule A. That number is then kept as the discreet identifier for each person in the sample. This procedure proved very helpful in linking the returned questionnaires with the Alumnus Identification schedules particularly in the case of foreign students and students (both male and female) whose names had changed as a result of change in marital status.

3. FACULTY SURVEY

3.1 Study Population

The population for the survey will consist of all full-time and part-time faculty of the School of Public Health at the time of the survey.

3.2 Methods

3.2.1 Assembling the study population

A listing of full and part-time faculty members as of a specified date will be obtained from sources which will vary with the School. Possible sources include a recent catalogue or bulletin or preferably, the Dean's Office. In addition to names, the following information will be required :

- academic rank
- full time, part time status
- sex
- primary program or department affiliation in the SPH
- phone number

Form 6 may be used when the source listings are available by academic Department or Program. From Form 6 and other information sources, a Schedule C is completed for each faculty member listed on Form 6. Schedule C's are arranged in alphabetical order and duplicate Schedule C's are clipped together.

3.2.2 Keeping tracts of the study population

An alphabetical listing of faculty members is entered on Form 7. Form 7 provides a means of keeping track of the flow of communications between individual faculty members and the investigators. Space is provided to record mailing of the questionnaire and two follow-up phone calls.

3.2.3 Mailing and follow-up

The questionnaire was mailed with a "Dear Colleague" form letter (Form 8) which was however individually signed. A self addressed return envelope was enclosed. For reasons of economy and convenience, the campus mail system was used for both mailing and return of questionnaire whenever possible.

Follow-up was by phone call to the office of the faculty member. The phone calls were made by a staff member and messages were left if the faculty member was unavailable. In our experience, two phone calls were usually sufficient.

3.3 Record System

3.3.1 Definitions

The system of records for the Faculty Survey will include all records used for the collection of information relevant to the study units and the records used for processing the study units through the phases of each stage of the survey.

The records will be classified as "Schedules" i.e. the records which will be used for each of the study units, or "Forms" i.e. the records which will be used to document the processing of the units being studied.

3.3.2 Listing of records for use in the Faculty Survey

3.3.2.1 Schedules

Identification	Title
C	Faculty Identification
D	Faculty Questionnaire

3.3.2.2 Forms

Identification	Title
6	List of Faculty Members by Department
7	Alphabetical Listing of Faculty with Disposition for Questionnaire
8	Cover Letter for Questionnaire

Form 6
Dept.
School

Faculty Survey

LIST OF FACULTY MEMBERS
BY DEPARTMENT

Date

1. DEPARTMENT

2. SEQ. NO.	3. NAME Last, First, M. I.	4. ADDRESS LOCATED Yes	No	If Yes, Address (campus or home)	5. PHONE NO. OBT. Yes	No	If Yes,#	6. DISPOSITION FOR SCHEDULE A Initiated Yes	No	If Yes, Date M/D/Y
										/ /
										/ /
										/ /
										/ /
										/ /
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										/ /
										/ /
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										/ /
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										/ /
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										/ /
										/ /
										/ /
										/ /
	←Totals→									

Faculty Survey
Form 6 List of Faculty Members by Department

INSTRUCTIONS

The purpose of Form 6 - List of Faculty Members by Department - will be to provide a list of all faculty members identified, their addresses if located, their phone numbers if obtained and their disposition for Schedule C. The use of Form 6 will be as follows:

1. The name of each department in the school will be printed in Item 1 on one or more pages as needed for each department.
2. Each person identified on Form 1 as being a member of the faculty in that department will be listed.
3. This procedure will be repeated for each department of the school.

Item 1 : Department
This item will be filled in prior to completion of Form 2 as described above.

Item 2 : Sequence Number
Each entry will be numbered sequentially by department beginning with the number 1. The entries will be totaled at the end of each page and totaled for each department. The totals for each department will be then be added for a summary total.

Item 3 : Name - Last, First, M. I.
The full name of the faculty member will be entered Last, First, M. I., as it appears on the source listing.

Item 4 : Address Located

a. Yes
An X will be entered in the box "Yes" if the address was located; otherwise, the box will be left blank.

b. No
An X will be entered in the box for "No" if the address was not located ; otherwise the box will be left blank.

c. If Yes, Address (campus or home)
If an X appears in the box for "Yes" the address is entered in this space. If a campus address is available print it. If not, print the home address.

Item 5: Phone Number Obtained

a. Yes
An X will be entered in the box. for "Yes" if the faculty member's phone number has been obtained; otherwise, the box will be left blank.

b. No
An X will be entered in the box for "No" if the faculty member's phone number is not obtained; otherwise, the box will be left blank.

c. If Yes,
If an X appears in the box for "Yes" the phone number obtained will be entered in the space provided.

Item 6 : Disposition for Schedule A Completed

a. Yes

An X will be entered in the box for "Yes" if a Schedule A has been initiated for the faculty member;otherwise, the box will be left blank.

b. No

An X will be entered in the box for "No" if for any reason a Schedule A is not initiated for the faculty member;otherwise, the box will be left blank.

c. If Yes, Date M/D/Y

If an X appears in the box for "Yes", the month, day and year of completion of Schedule A is entered in the space provided.

Item 7 : Totals

Count the number of X's in each column for which a total is required and enter the appropriate number in the box at the end of the column. The entries will be totaled at the end of each page, and totaled for each department. The department totals are then added for a summary faculty total.

Form 7
Dept
School

Faculty Survey

ALPHABETICAL LISTING OF FACULTY WITH DISPOSITION FOR QUESTIONNAIRE

Date

1. I. D. NUMBER	2. NAME Last, First, M. I.	3. QUESTIONNAIRE Sent Yes	Sent No	If Yes, returned Yes	If Yes, returned No	If Yes Date M/D/Y	If No, followup call made Yes	If No, followup call made No	If Yes Date M/D	If call made questionnaire returned? Yes	If call made questionnaire returned? No	If Yes Date M/D	If no, 2nd followup call made Yes	If no, 2nd followup call made No	Date M/D	If call made ques. returned? Yes	If call made ques. returned? No	Date M/D	If Returned Pages Completed 1 page	If Returned Pages Completed Entire	4. COMMENTS
						/ /			/			/			/			/			
						/ /			/			/			/			/			
						/ /			/			/			/			/			
						/ /			/			/			/			/			
						/ /			/			/			/			/			
						/ /			/			/			/			/			
						/ /			/			/			/			/			
						/ /			/			/			/			/			
						/ /			/			/			/			/			
						/ /			/			/			/			/			
						/ /			/			/			/			/			
	← Total →																				

46

56

Faculty Survey
Form 7 - Alphabetical Listing of Faculty
With Disposition For Questionnaire

INSTRUCTIONS

The purpose of Form 7 - Alphabetical Listing of Faculty With Disposition For Questionnaire - will be to provide an alphabetical list of all faculty members identified and their complete disposition for the questionnaire. The use of Form 7 will be as follows:

1. After all the Schedules A have been completed, they are then alphabetized.
2. Persons with more than one Schedule A, as in the case of a faculty member listed under two departments, will have the schedules clipped together.
3. The name of each faculty member is entered in alphabetical order on Form 7 with concurrent assignment of sequential survey number (Item 1) beginning with 001. The survey number is recorded on the Schedule A at this point.

Item 1 : Survey Number
This will be a 3-digit number assigned sequentially beginning with the number 001 as described in Use of the Form above.

Item 2 : Name - Last, First, M. I.
The full name of the faculty member will be entered Last, First, M. I. as it appears on Schedule A.

Item 3 : Questionnaire - Sent
This item will be completed as the different stages of disposition of questionnaire occur.

a. Yes
An X will be entered in the box for "Yes" if the questionnaire has been sent to the faculty member; otherwise, the box will be left blank.

b. No
An X will be entered in the box for "No" if for any reason the faculty was not sent a questionnaire; otherwise, the box will be left blank.

c. If Yes, Returned

1) Yes
An X will be entered in the box for "Yes" if the questionnaire was returned; otherwise, the box will be left blank.

2) No
An X will be entered in the box for "No" if the questionnaire was not returned; otherwise the box will be left blank.

3) If Yes, Date M/D/Y
If an X appears in the box for "Yes", the date the questionnaire was returned is entered (month, day, year) in the space provided.

4) If No, Followup Call Made
If an X appears in the box for "No" questionnaire return:

a) Yes
An X will be entered in the box for "Yes" if a followup call was made; otherwise, the box will be left blank.

b) No
An X will be entered in the box for "No" if a followup call was not completed; otherwise, the box will left blank.

c) If Yes, Date M/D/Y
If an X appears in the box for "Yes" call made, the date (month and day) is entered in the space provided.

5) If Call Made, questionnaire returned

a) Yes
An X will be entered in the box for "Yes" if the questionnaire was returned after the first followup phone call; otherwise, the box will be left blank.

b) No
An X will be entered in the box for "No" if the questionnaire was not returned after the first followup phone; otherwise, the box will be left blank.

c) If Yes, Date M/D
If an X appears in the box for "Yes" questionnaire returned, the date (month and day) is entered in the space provided.

d) If No, 2nd followup call made

(1) Yes
An X will be entered in the box for "Yes" if the second followup call made made.

(2) No
An X will be entered in the box for "No" if the second followup call was not made to those faculty members not returning their questionnaires; otherwise, the box will be left blank.

e) If Call made, questionniare returned

(1) Yes
An X will be entered in the box for "Yes" if the questionnaire was never returned; otherwise the box will be left blank.

d. If Returned, Pages Completed

1) 1 Page
An X will be entered in the box for "1 page" if only the first page of the questionnaire was completed; otherwise the box will be left blank.

2) >1 Page
An X will be entered in the box for " >1 Page" if any additional entries have been completed by the faculty members (i.e. Items 8-9b); otherwise the box will be left blank.

Item 4 : Comments
Any appropriate comments will be entered in the space provided if they are felt to be necessary.

Item 5 : Totals
Count the number of X's in each column for which a total is required and entere the appropriate number in the box at the end of the column. The entries will be totaled at the end of each page and the totals for each columns will be added for summary totals by column at the end of the Form.

Cross Check: The total number for "Yes, Questionnaire Sent" should equal the total number returned plus the total number not returned.

Form 8 - sample

TULANE UNIVERSITY

School of Public Health and Tropical Medicine

1430 Tulane Avenue, New Orleans, La. 70112 U.S.A.

December 4, 1974

Dear Colleague:

The Core Objectives Committee Faculty Questionnaire is focused on Master's level students in the SPHTM teaching Program in which you have your primary affiliation.

The objectives of the Questionnaire are twofold:

1. to get your perceptions of how important it is for your students to know how to perform certain activities. The 44 activities we have listed are the same ones we have asked our Alumni to evaluate but in relationship to their current jobs. Hopefully, the two sets of responses will enable us to compare our own perceptions with the "real world" as perceived by our Alumni.

2. to get your perceptions of what you believe your students should attain in "core" areas by the time they graduate. Because our "core curriculum" must be at least broadly compatible with the Accreditation Standards, we have used the statements in the Interim Handbook of Accreditation of Schools of Public Health as a basis for this part of the Questionnaire.

Completing the Questionnaire will require some thought and you may feel that you're not equally qualified to respond to each part of it. We'd ask you to do the best you can. Your opinions will be valuable to us in providing both ideas and understanding which we'll need to make some realistic and constructive recommendations.

If for any reason you don't wish to complete the entire Questionnaire, please complete just the first page through Item 7 and return it in the envelope provided.

We'd appreciate your response by Wednesday, December 18th.

Sincerely,

D. I. Clemmer
for the C.O.C.

P.S. If you know of any adjunct, visiting, clinical or lecturer faculty who might be interested in filling out the Questionnaire, please ask them to contact me - 588-5164.

DEPARTMENT OF HEALTH MEASUREMENT SCIENCES Biostatistics Epidemiology/Population Studies

Schedule C

FACULTY IDENTIFICATION

12/77

Identification

1 2 3 4

1. Name Ms. ☐ Mr. ☐ Dr. ☐ _____ (Last First Initial) 2. I.D. No.

3. Address: _____ 4. Phone _____ 5

_____

_____

5. Sex [1] Male [2] Female 6

6. Appointment Status: 7

- [1] Full-time SPH
- [2] Part-time SPH
- [8] Other - adjunct, clinical, visiting, etc.
- [9] No data

7. Rank in SPH 8

- [1] Research Associate
- [2] Instructor
- [3] Asst. Professor
- [4] Assoc. Professor
- [5] Professor
- [8] Other
- [9] No data

8. Primary program affiliation in SPH _____ 9 10

9. QUESTIONNAIRE: Sent? [1] Yes [2] No 11

If "Yes"

Date ___/___ (Mo./Yr.)

Returned? [1] Yes [2] No [8] NA 12

If "Yes"

Date ___/___ (Mo./Yr.)

Completed? [1] 1st page [2] > 1st page [8] NA 13

10. FOLLOW-UP:

Date	By Whom	Comments (record outcome in Item 9)

14 15

16 17

Faculty Survey
Schedule C - Faculty Identification
RATIONALE AND INSTRUCTIONS

Rationale

Schedule C -the Faculty Identification form serves the same three purposes as the identification form for Alumni. For each member of the study population, information is collected by which respondent and non-respondent population can be compared. These data points include:

-sex
-appointment status
-rank in the SPH
-primary affiliation
-disposition of the questionnaire

Since faculty members are, by definition, considerably more available than alumni, information was easier to acquire. However, Schedule C does effectively track the status of communication between investigator and study subject. Based on our experience, it is expected that the combination of availability of subjects with an administrative mandate will make faculty data easier to collect.

Finally, space is allotted for ultimate disposition of the questionnaire with Codes entered for questionnaire status plus key personal characteristics of the respondent. As in the case of the Alumnus Identification form exact dates of mailings and responses were not found useful enough to enter.

Instructions

Item 1: Name - Last, First, Other

The full name of the Faculty will be entered as it appears on Form 6 (or source listing).

Item 2: I. D. No.

The I. D. No. as it appears on Form 7, Item 1 will be entered. Note that I. D. numbers can be assigned only after Schedule C's have been alphabetized by last name of study subject and Form 7, Item 2 (name) has been completed.

Item 3: Address

Enter mailing address to the right of "Address". Use campus mailing

address when available.

Item 4: Phone Number (office)

Self-explanatory

Item 5: Sex

If this is not recorded in an official source listing, infer from the first name.

Item 6: SPH status as of a specified date.

Enter from source listing, usually school catalogue.

Item 7: Rank in SPH

From source listing, enter rank as of a specified date. Note that updating may be required as indicated in response to Item 4 of the Faculty Questionnaire (Schedule D)

Item 8: Primary Program Affiliation

From a source listing, enter department of program affiliation, i.e. Epidemiology, Biostatistics, etc.

Item 9: Questionnaire Disposition

If questionnaire sent, mark appropriate box and enter date.

If returned, mark appropriate box and date. After returned, mark completed status as either first page or first page or not applicable.

Schedule D

Rev. 7/15/77

Faculty Survey
School of Public Health

I. D. No. _ _ _ _ (1 2 3)

1. Name Ms. ☐ Mr. ☐ Dr. ☐ _____ (5)

2. Initial year of most recent academic appointment in the SPH _____ (6 7)

3. Primary Program (Section) affiliation in the SPH (8 9)

_____ (10 11)

4. Academic Rank in your Program (Section)
   a. Research Associate ☐
   b. Instructor ☐
   c. Assistant Professor ☐
   d. Associate Professor ☐
   e. Professor ☐

5. Basic professional discipline (e.g., physician, sociologist, nurse) (13 14)

_____

6. Present area of professional specialization (e.g., med. care administration, occupational health) _____ (15 16)

7. Academic Degrees (17 18)

List professional degree(s) or highest earned non-professional degree

Degree	Institution	Major Field or Program	Year degree granted (19 20)
			(21)

I. D. No. _____

THE PRIMARY FOCUS OF THIS QUESTIONNAIRE IS ON MASTER'S LEVEL STUDENTS ENROLLED IN THE SPH IN YOUR PROGRAM (ITEM 3).
We realize that your Program may offer more than one type of Master's degree. We also know that your students are probably heterogeneous in their background and in the stage of their careers. Nevertheless, we'd like you to attempt to generalize about SPH Master's level students in your Program.

8. Consider those Master's level students recently or currently enrolled in your Program. Please give 3 examples of the types of jobs which your Program prepares (its) students to hold during the 3 years following graduation (e.g., health services planner in a regional health agency, hospital administrator). 22 23 24 / 25 26

a. _____ 27 28 29
_____

b. _____ 30 31
_____ 32 33 34

c. _____
_____ 35 36

9. How important is it that your students have the ability to perform the following activities by the time they graduate from your Program? Note that the ability to perform some of these activities may be of little importance to students in your Program. In that case, please rate them "1." 1 2 3

a. Activities Related to Management /Administration 5

1. Assessing community health needs.

Importance to your students 1 2 3 4 5 (lesser — moderate — great) 6

2. Assessing the effectiveness of existing health services in meeting community health needs.

Importance to your students 1 2 3 4 5 (lesser — moderate — great) 7

3. Designing or planning programs to meet community health needs.

Importance to your students 1 2 3 4 5 (lesser — moderate — great) 8

4. Identifying, mobilizing and coordinating community resources in meeting community health needs.

Importance to your students 1 2 3 4 5 (lesser — moderate — great) 9

I.D. No._____

5. Being aware of cultural differences in working with consumer or patient populations.

Importance to your students 1 2 3 4 5 (lesser — moderate — great) 10

6. Planning and implementing community educational programs.

Importance to your students 1 2 3 4 5 (lesser — moderate — great) 11

7. Utilizing paraprofessionals and/or volunteers as part of the health team.

Importance to your students 1 2 3 4 5 (lesser — moderate — great) 12

8. Being aware of the attitudes of other Health Professionals (e.g., private section) in the community towards community health programs.

Importance to your students 1 2 3 4 5 (lesser — moderate — great) 13

9. Using appropriately power, persuasion, influence and collaboration to help a program reach its goals.

Importance to your students 1 2 3 4 5 (lesser — moderate — great) 14

10. Using available resources to influence legislative decisions.

Importance to your students 1 2 3 4 5 (lesser — moderate — great) 15

11. Introducing changes into the provision of health care.

Importance to your students 1 2 3 4 5 (lesser — moderate — great) 16

12. Establishing program goals.

Importance to your students 1 2 3 4 5 (lesser — moderate — great) 17

13. Evaluating progress toward goals.

Importance to your students 1 2 3 4 5 (lesser — moderate — great) 18

I. D. No._____

14. Establishing feedback mechanisms for quality control and as indicators for needed change.

Importance to your students 1 2 3 4 5
lesser moderate great

19

15. Developing budgets for a program.

Importance to your students 1 2 3 4 5
lesser moderate great

20

16. Identifying sources of funding; seeking funding.

Importance to your students 1 2 3 4 5
lesser moderate great

21

17. Preparing research or contract proposals.

Importance to your students 1 2 3 4 5
lesser moderate great

22

18. Using cost-benefit and cost-effectiveness analysis.

Importance to your students 1 2 3 4 5
lesser moderate great

23

19. Using cost control data for the day to day management of a program.

Importance to your students 1 2 3 4 5
lesser moderate great

24

20. Establishing priorities for resource allocation.

Importance to your students 1 2 3 4 5
lesser moderate great

25

21. Establishing formal and informal organizational structures to carry out functions.

Importance to your students 1 2 3 4 5
lesser moderate great

26

22. Using the interdisciplinary health team approach to the solution of health problems.

Importance to your students 1 2 3 4 5
lesser moderate great

27

23. Developing and implementing administrative and personnel policies.

Importance to your students 1 2 3 4 5
lesser moderate great

28

I. D. No. _ _ _ _ _

24. Collaborating with personnel in developing policies and procedures.

Importance to your students 1 2 3 4 5 (lesser — moderate — great) 29

25. Specifying expectations, rewards, sanctions in dealing with personnel.

Importance to your students 1 2 3 4 5 (lesser — moderate — great) 30

26. Understanding the relationship of fulfilling basic human needs (e.g., recognition, rewards) to job productivity.

Importance to your students 1 2 3 4 5 (lesser — moderate — great) 31

27. Assisting personnel with adaptation to change.

Importance to your students 1 2 3 4 5 (lesser — moderate — great) 32

28. Conducting inservice educational and/or training programs.

Importance to your students 1 2 3 4 5 (lesser — moderate — great) 33

29. Recognizing and resolving potential and real interpersonal conflict.

Importance to your students 1 2 3 4 5 (lesser — moderate — great) 34

b. General Activities Related to Public Health

1. Understanding the difference between health care delivery systems based on crisis care as opposed to health maintenance care.

Importance to your students 1 2 3 4 5 (lesser — moderate — great) 35

2. Understanding existing and proposed legislation and its impact on health.

Importance to your students 1 2 3 4 5 (lesser — moderate — great) 36

3. Understanding how medical care is financed.

Importance to your students 1 2 3 4 5 (lesser — moderate — great) 37

I. D. No. _____

4. Understanding the differences and similarities of health problems in developed and developing countries.

Importance to your students 1 2 3 4 5
lesser moderate great

38

5. Understanding concepts of planning for health services.

Importance to your students 1 2 3 4 5
lesser moderate great

39

6. Understanding problems related to the distribution of health manpower as they affect the solution of health problems.

Importance to your students 1 2 3 4 5
lesser moderate great

40

7. Using epidemiologic methods for the study of community health problems.

Importance to your students 1 2 3 4 5
lesser moderate great

41

8. Collecting, analyzing, interpreting and reporting health related information.

Importance to your students 1 2 3 4 5
lesser moderate great

42

9. Using census, vital statistics, morbidity and health resources data for program planning research or evaluation.

Importance to your students 1 2 3 4 5
lesser moderate great

43

10. Understanding the use of computers for data storage, retrieval and analysis.

Importance to your students 1 2 3 4 5
lesser moderate great

44

11. Identifying environmental hazards to human health.

Importance to your students 1 2 3 4 5
lesser moderate great

45

12. Defining and applying various indices for measuring the level of well being and illness in the community.

Importance to your students 1 2 3 4 5
lesser moderate great

46

I. D. No. _ _ _ _ _

13. Using the agent-host-environment and/or multifactorial models to understand the causation of health problems.

Importance to your students 1 2 3 4 5
lesser moderate great

47

14. Having knowledge of microbial agents causing common infectious diseases and the risk factors associated with common noninfectious diseases.

Importance to your students 1 2 3 4 5
lesser moderate great

48

15. Interpreting rates, means, medians, standard deviations and tests of statistical significance.

Importance to your students 1 2 3 4 5
lesser moderate great

49

10. Please list any other abilities that you think are important to all Master's level students.

a. _____ 50 51

_____

b. _____ 52 53

_____

c. _____ 54 55

_____

Thank you for your cooperation.

Faculty Survey
Schedule D - Faculty Survey Questionnaire
RATIONALE AND INSTRUCTIONS

Rationale

Although shorter in length, the rationale for the Faculty Survey, Schedule D, is essentially the same as that for the Alumni. The general assumption was that faculty provide one source of input as to what should be the appropriate teaching program for a school of public health. Since considerably more information concerning the independent characteristics of faculty members is available to the researcher, the identifying variables included in the Faculty Survey are fewer in number than in the Alumni Survey. They include 1) the name; 2) the initial year of the most recent appointment; 3) the primary section or program departmental affiliation in the School; 4) rank; 5) the basic professional discipline; and 6) academic degrees earned.

The second major grouping of questions repeats the activities list used in the Alumni Survey. The faculty member was to rank the activities for students in his/her program. By comparing ranks of activities between the two groups, an assessment of differences between the view from the academic and the view from the field can be made.

A third important area, covered by a single question, was directed towards the professor's view of the job positions which his/her program prepared its students to enter in the immediate future. Again, a comparison could be made between the types of jobs cited by the faculty and the actual jobs held by the students. The job positions cited by faculty also enabled the comparison of faculty and alumni rankings of the 44 activities for specific occupational groupings.

The final section in the Faculty Survey requested in an open-ended format additional abilities that the faculty thought all master's level public health professionals should have. This was intended as qualitative information which might serve as a pool to expand our activities listing.

Instructions

The Faculty Survey questionnaire is essentially self-explanatory.

4. COMPUTER FORMAT

4.1 Card Codes

The section on Card Codes contains the card layouts for alumni and faculty records. An Alumnus record is composed of five cards. The first of these, Alumnus Identification, codesinformation available to the investigators from sources within the SPH. The remaining four cards code information contained in the completed Alumni Survey questionnaire. Data fields are numbered consecutively through the five cards, 001-119. Each of the five cards contains ample unused columns for the insertion of additional data fields if desired.

A Faculty record is composed of three cards. The first is a Faculty Identification card containing information available from the SPH. The second and third cards code information from the completed Faculty Survey questionnaire. Data fields have been numbered consecutively 001-075.

In any Electronic Data processing system including the SPSS system. (Section 5 below), the Alumni and Faculty records should be maintained in separate data files. For this reason, there should be no confusion between data fields bearing the same sequence number in an Alumnus record and a Faculty record. To aid visual inspection of printout however, it is useful to assign faculty and alumni mutually exclusive I. D. numbers. In our surveys for example, alumni were assigned I. D. numbers from 001-599 while faculty were assigned 600-999.

Alumni-Faculty Feedback
for Curriculum Revision
Tulane University

Card Code 1 - Alumni Identification

Sequence Number	Item	Item Name	Label	Card	Cols.
001	2	I. D. Number	IDNO	1	1-4
002		Card Number	CARDNO	1	5
003	4	Location of most current address 1 - In-state 2 - U. S., not state 3 - Overseas 9 - no data	CURADD	1	6
004	5	Year of Graduation	GRADYR	1	7-8
005	6	Sex 1 - Male 2 - Female 9 - no data	SEX	1	9
006	7	Highest SPH degree received 1 - MPH 2 - MSHyg 3 - DrPH 4 - Dr ScHyg 9 - no data	DEGREE	1	10
007	8	Program (Degree Field/Program Code - Cont. Code 5) 99 - no data	PROGRAM	1	11-12
008	9	Highest Prior Degree 1 - Bachelor's 2 - Master's 3 - Doctoral 9 - no data	PDEGREE	1	13

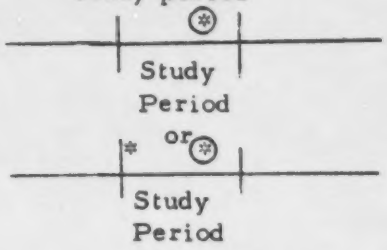
Sequence Number	Item	Item Name	Label	Card	Cols.
	10	Final Disposition			
009		a. Questionnaire sent 1 - yes 2 - no, no address 3 - no, other reason 9 - no data	QSENT	1	14
010		b. If "Yes," any response? 1 - yes, returned by Alum 2 - yes, returned by P. O. 3 - no, nothing 8 - not applicable, not sent 9 - no data	QYES	1	15
011		c. If "Yes, ret. by Alum," response was received 1 - prior to 1st follow-up (include date of 1st follow-up) 2 - after 1st follow-up, before 2nd follow-up (include date of 2nd follow-up) 3 - after 2nd follow-up 8 - not applicable 9 - no data	QRETAL	1	16
012		d. If "Yes, ret. by Alum," how many pages completed? 1 - ≤3 - never employed since graduation 2 - ≤3 - chose not to complete 3 - >3 pages 8 - not applicable 9 - no data	QCOMP	1	17
		Not Used		1	18-21

Alumni-Faculty Feedback
for Curriculum Revision
Tulane University

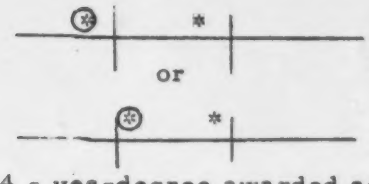
Card Codes 2, 3 - Alumni Questionnaire

Sequence Number	Item	Item Name	Label	Card	Cols.
	2	I. D. Number	IDNO	2	1-4
013		Card Number		2	5
014	3	Present Address 99-no data (Geographic-Cont. Code 1)	ADDRESS	2	6-7
015	4	Sex 1 - male 2 - female 9 - no data	SEX	2	8
016	5	Year of birth (last 2 digits) 99 - no data	YRBIRTH	2	9-10
017	6	Citizenship when last attended SPH 1 - U. S. 2 - not U. S. 9 - no data	CITIZEN	2	11
018	7	Basic Professional Discipline 99 - no data (Basic Prof. Disc. -Cont. Code 2)	PROFDISC	2	12-13
	8	Present Occupational Specialization (not coded)			
		Not Used			14-16
	9	Academic Degrees 1st degree listed (if none listed, code '9' in Cols. 17-21)			
019		Degree (Academic Degree - Content Code 4)	DEGREE1	2	17-18

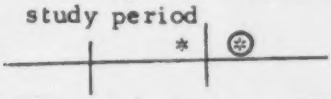
Sequence Number	Item	Item Name	Label	Card	Cols.
020	9 (cont.)	SPH degree? 1 - no 2 - yes-only for last degree awarded during study period	SPH1	2	19



3 - yes-prior to study period or lst of two degrees during study period



4 - yes-degree awarded after study period



8 - not applicable, not SPH degree
9 - no data

021		Major Field or Program-SPH Degrees only (Degree Field/Program-Cont. Code 5)	PROG1	2	20-21
		2nd degree listed (if none listed, code '9' in cols. 22-26)			
022		Degree (Academic Degree-Cont. Code 4)	DEGREE2	2	22-23
023		SPH degree? (same as for lst degree)	SPH2	2	24
024		Major Field or Program SPH degrees only (Degree Field/Program-Content Code 5)	PROG2	2	25-26

Sequence Number	Item	Item Name	Label	Card	Cols.
	9 (contd.)	3rd degree listed (if none listed, code '9' in cols. 27-31)			
025		Degree (Academic Degree-Cont. Code 4)	DEGREE3	2	27-28
026		SPH degree? (same as for 1st degree)	SPH3	2	29
027		Major Field or Program SPH degrees only (Degree Field/Program-Cont. Code 5)	PROG3	2	30-31
		4th degree listed (if none listed, code '9' in cols. 32-37)			
028		Degree (Academic Degree-Cont. Code 4)	DEGREE4	2	32-33
029		SPH degree? (same as for 1st degree)	SPH4	2	34
030		Major Field or Program SPH degrees only (Degree Field/Program-Cont. Code 5)	PROG4	2	35-36
031		Professional Rating (health related) prior to entry (Professional Rating-Cont. Code 6)	PRATING	2	37
032	10	Job (health related) prior to most recent entry in SPH 600 - non-health related 800 - none 801 - student 999 - no data (if other than above, use Job Code - Cont. Code 3)	PRIORJOB	2	38-40

Sequence Number	Item	Item Name	Label	Card	Cols.
033	11	"Your Job" 1 - present 2 - principle present 3 - most recent 4 - never employed since graduation 9 - no data	JOB	2	41
034	12	"Your Job" category 600 - non-health related 801 - student 802 - retired 888 - not applicable; Item 11 not employed since graduation 999 - no data (if other than above, use Job Code - Cont. Code 3)	JOBCATEG	2	42-44
035		Country 00 - no data 08 - not applicable; Item 11 not employed since graduation	COUNTRY	2	45-46
036		Organization 88 - not applicable; Item 11 not employed since graduation 99 - no data (Organizations-Cont. Code 7)	ORGAN	2	47-48
037	13	In attaining my job, SPH degree(s) 1 - a pre-requisite 2 - an important qualification 3 - a helpful qualification 4 - not important 8 - not applicable; Item 11 not employed since graduation 9 - no data	IMPTDEG	2	49
	2	ID Number	IDNO	3	1-4
038		Card Number		3	5
039	14a	Direct provision of personal services performed 1 - yes 2 - no (no' X')	PERSERV	3	6

Sequence Number	Item	Item Name	Label	Card	Cols.
040	14a	time category 1 - <10% 2 - 10 - 19% 3 - 20 - 29% 4 - 30 - 39% 5 - 40 - 49% 6 - 50 - 59% 7 - ≥60% 8 - not applicable (function not X'ed) 9 - no data	PSTIME	3	7
	14b	Research			
041		performed ? 1 - yes 2 - no (no 'X')		3	8
042		time category (code as 14a)	RESTIME	3	9
	14c	Administration/management			
043		performed ? 1 - yes 2 - no (no 'X')	ADMMAN	3	10
044		time category (code as 14a)	ADMTIME	3	11
	14d	Program evaluation			
045		performed 1 - yes 2 - no (no 'X')	PROGEVAL	3	12
046		time category (code as 14a)	PREVTIME	3	13
	14e	Supervision			
047		performed ? 1 - yes 2 - no (no 'X')	SUPERV	3	14
048		time category (code as 14a)	SUPTIME	3	15
	14f	Formal teaching			
049		performed ? 1 - yes 2 - no (no 'X')	TEACHNG	3	16
050		Time category (code as 14a)	TTIME	3	17

Sequence Number	Item	Item Name	Label	Card	Cols.
051	14g	Liason Work performed ? 1 - yes 2 - no (no 'X')	LIASONWK	3	18
052		time category (code as 14a)	LWTIME	3	19
	14h	Consultation			
053		performed ? 1 - yes 2 - no (no 'X')	CONSULT	3	20
054		time category (code as 14a)	CONTIME	3	21
055		Questionnaire completed ? 1 - through Item 11 only because not employed since graduation 2 - through Item 11 only because chose not to complete 3 - beyond Item 11	COMPQ	3	22

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Card Code 4

Sequence Number	Item	Item Name	Label	Card	Cols.
	2	I.D. Number	IDNO	4	1-4
056		Card Number		4	5
	15a	Activities related to man/admin.			
057		1. Assessing community health needs 1 - lesser 2 3 - moderate 4 5 - great 9 - no data	NEEDS	4	6
058		2. Assessing effectiveness of existing health services in meeting comm. health needs (use same code as in Item 15a-1)	SERVICES	4	7
059		3. Designing or planning programs (use same code as in Item 15 a-1)	PROGRAMS	4	8
060		4. Identifying, mobilizing, coordinating community resources (use same code as in Item 15a-1)	RESOURCE	4	9
061		5. Being aware of cultural differences (use same code as in Item 15a-1)	CULTDIF	4	10
062		6. Planning and implementing commun. educational programs (use same code as in Item 15a-1)	IMPLPROG	4	11

Sequence Number	Item	Item Name	Label	Card	Cols.
063	15a(cont'd)	7. Utilizing para-professionals/ volunteers (use same code as in Item 15a-1)	VOLUSE	4	12
064		8. Aware of attitudes of other Health Prof. (use same code as in Item 15a-1)	ATTAWA	4	13
065		9. Using power, persuasion, influence, collab. (use same code as in Item 15a-1)	POWER	4	14
066		10. Using available resource to influence legislative decisions (use same code as in Item 15a-1)	DECISIONS	4	15
067		11. Introducing changes into provision of health care (use same code as in Item 15a-1)	HCCHANGE	4	16
068		12. Establishing program goals (use same code as in Item 15a-1)	ESTGOALS	4	17
069		13. Evaluating progress toward goals (use same code as in Item 15a-1)	EVALPROG	4	18
070		14. Establishing feedback mechanisms	ESTFEEDB	4	19
071		15. Developing budgets for your program (use same code as in Item 15a-1)	DEVBUDG	4	20
072		16. Identifying sources of funding (use same code as in Item 15a-1)	FUNDING	4	21

Sequence Number	Item	Item Name	Label	Card	Cols.
073	15a (cont.)	17. Preparing research or contract proposal (use same code as in Item 15a-1)	RESPROP	4	22
074		18. Using cost-benefit and cost-effectiveness analysis (use same code as in Item 15a-1)	CBCEANAL	4	23
075		19. Using cost control data for day to day management (use same code as in Item 15a-1)	COSTCONT	4	24
076		20. Establishing priorities for resource allocation (use same code as in Item 15a-1)	RESALL	4	25
077		21. Establishing formal and informal organizational structures (use same code as in Item 15a-1)	ORGSTRUE	4	26
078		22. Using the interdisciplinary health team approach	HTEAMAPP	4	27
079		23. Developing and implenting administrative and personnel policies (use same code as in Item 15a-1)	ADMPERSP	4	28
080		24. Collaborating with personnel in developing policies and procedures (use same code as in Item 15a-1)	POLICY	4	29
081		25. Specifying expectations, rewards, sanctions in dealing with personnel (use same code as in Item 15a-1)	PERREW	4	30

Sequence Number	Item	Item Name	Label	Card	Cols.
082	15a (cont.)	26. Understanding the relationship of fulfilling basic human needs to productivity (use same code as in Item 15a-1)	PRODNEED	4	31
083		27. Assisting persomnel with adaptation to change (use same code as in Item 15a-1)	PERSCHNG	4	32
084		28. Conducting inservice educational and/or training programs (use same code as in Item 15a-1)	TPROG	4	33
085		29. Recognizing and resolving conflict (use same code as in Item 15a-1)	RESCONF	4	34
086	15b	1. Understanding crisis care vs health maintenance care (use same code as in Item 15a-1)	CRSVMTN	4	35
087		2. Understanding existing and proposed legislation (use same code as in Item 15a-1)	PLEGIS	4	36
088		3. Understanding how medical care is financed (use same code as in Item 15a-1)	CAREFIN	4	37
089		4. Understanding differences and similarities of health problems in developed and developing countries (use same code as in Item 15a-1)	HCDIFF	4	38

Sequence Number	Item	Item Name	Label	Card	Cols.
090	15b (cont.)	5. Understanding concepts of planning for health services (use same code as in Item 15a-1)	HLTHSER	4	39
091		6. Understanding problems related to distribution of health manpower (use same code as in Item 15a-1)	MANPDIST	4	40
092		7. Using epidemiologic methods (use same code as in Item 15a-1)	EPIDMETH	4	41
093		8. Collecting, analyzing, interpreting and reporting health related information (use same code as in Item 15a-1)	HLTHINFO	4	42
094		9. Using census, vital statistics, morbidity and health resources data (use same code as in Item 15a-1)	HLTHDATA	4	43
095		10. Understanding the use of computers for data storage, retrieval and analysis (use same code as in Item 15a-1)	COMPANAL	4	44
096		11. Identifying environmental hazards to human health (use same code as in Item 15-a1)	HLTHENVT	4	45
097		12. Defining and applying indices for measuring well being and illness (use same code as in Item 15a-1)	HLTHMSMT	4	46

Sequence Number	Item	Item Name	Label	Card	Cols.
098	15b (cont.)	13. Using agent-host-environment and/or multifactorial models (use same code as in Item 15a-1)	MODELS	4	47
099		14. Having knowledge of microbial agents causing common infectious deseases and risk factors (use same code as in Item 15a-1)	RFACTORS	4	48
100		15. Interpreting rates, means, medians, standard deviations and tests of statistical significance	TESTSIGN	4	49
101		16. Other - 1st listed (if none, code "9" in Cols 50-52) (use Activities Code-Content Code 8)	OTHER1	4	50-52
102		17. Other - 2nd listed (if none code "9" in Cols 53-55) (use Activities Code-Content Code 8)	OTHER2	4	53-55
103		18. Other - 3rd listed (if none, code "9" in Cols 56058) (use Activities Code-Content Code 8)	OTHER3	4	56-58

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Card Code 5 - Alumni Questionnaire

Sequence Number	Item	Item Name	Label	Card	Cols.
	2	ID number	IDNO	5	1-4
104		Card number		5	5
105	16	Future activities a. 1st listed future activity (if none, code "9" in Cols. 6-8) use Activities Code-Content Code 8	FACT1	5	6-8
106		b. 2nd listed future activity (if none, code "9" in Cols. 9-11) use Activities Code - Content Code 8	FACT2	5	9-11
107		c. 3rd listed future activy (if none, code "9" in Cols. 12-14) use Activities Code - Content Code 8	FACT3	5	12-14
108		d. 4th listed future activity (if none, code "9" in Cols. 15-17) use Activities Code - Content Code 8	FACT4	5	15-17
	17	Desired experiences			
109		a. 1st listed (if none, code "9" in Cols. 18-20) use Desired Experiences Code-Content Code 9	DEXP1	5	18-21

Sequence Number	Item	Item Name	Label	Card	Cols.
110	17	b. 2nd listed desired experience (if none, code "9" in Cols. 21-23) use Desired Experiences Code - Content Code 9	DEXP2	5	22-25
111		c. 3rd listed desired experience (if none, code "9" in Cols. 24-26) use Desired Experiences Code - Content Code 9	DEXP3	5	26-29
112		d. 4th listed desired experience (if none, code "9" in Cols. 27-29) use Desired Experiences Code - Content Code 9	DEXP4	5	30-33
	18	Suggestions for improvement			
113		a. 1st given suggestion (if none, code "9" in Cols. 30-32) use Suggestion Code - Content Code 10	IMPVT1	5	34-36
114		b. 2nd given suggestion (if none, code "9" in Cols. 33-35) use Suggestion Code - Content Code 10	IMPVT2	5	37-39
115		c. 3rd given suggestion (if none, code "9" in Cols. 36-38) use Suggestion Code - Content Code 10	IMPVT3	5	40-42
116		d. 4th given suggestion (if none, code "9" in Cols. 39-41) use Suggestion Code - Content Code 10	IMPVT4	5	43-45

Sequence Number	Item	Item Name	Label	Card	Cols.
117		e. 5th given suggestion (if none, code "9" in Cols. 42-44) use Suggestion Code - Content Code 10	IMPVT5	5	46-48
118	10 (Seq.No.32)	Job Group classification for "job prior to entry"	JOBGR1	- (constructed variable)	-
119	12 (Seq.No.34)	Job Group classification for "present job"	JOBGR2	- (constructed variable)	-

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Card Code 6 - Faculty Identification

Sequence Number	Item	Item Name	Label	Card	Cols.
001	2	I. D. No.	IDNO	6	1-4
002		Card No. -6		6	5
003	5	Sex 1-Male 2-Female	SEX	6	6
004	6	Appointment status 1-Full-time SPH 2-Part-time SPH 8-Other adjunct clinical visiting lecturer 9-No data	APTSTAT	6	7
005	7	Rank in SPH 1-Research Associate 2-Instructor 3-Asst. Professor 4-Assoc. Professor 5-Professor 6-Lecturer 8-Other 9-No data	RANKSPH	6	8
006	8	Primary Program affiliation in SPH (use Degree Field/Program Code-cont. code 5)	PROGAFIL	6	9-10
007	9	Questionnaire sent? 1-Yes 2-No	QSTSNT	6	11
008		Questionnaire returned? 1-Yes 2-No 8-Not applicable	ASTRET	6	12

Sequence Number	Item	Item Name	Label	Card	Cols.
	9	(cont.)			
009		If yes, completed 1-1st page only 2-more than 1st page 8-Not applicable	ASTRETY	6	13
		Not Used		6	14-17

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Card Code 7 - Faculty Questionnaire

Sequence Number	Item	Item Name	Label	Card	Cols.
		I.D. number	IDNO	7	1-4
010		Card number		7	5
011	2	Initial year of most recent academic appointment in the SPH (last 2 digits) 99 - no data	APPT1YR	7	6-7
012		Number of years since most recent academic appointment in the SPH (survey year - year given in Item 2) 01 - $\leq$ 1 year 02 - 2 years . . . 99 - insufficient data	APPTLST	7	8-9
013	3	Primary Program (Section) affiliation in the SPH (use Degree/Field Program Code-Cont. Code 5)	PRIMPROG	7	10-11
014	4	Academic Rank in your Program(Section) 1 - Research Associate 2 - Instructor 3 - Assistant Professor 4 - Associate Professor 5 - Professor 8 - Other 9 - no data	ACADRANK	7	12
015	5	Basic professional discipline 99 - no data (Discipline Code - Cont. Code 2)	PROFDISC	7	13-14

Sequence Number	Item	Item Name	Label	Card	Cols.
	6	Present area of professional specialization (not coded)			
		Not Used			15-16
	7	Academic degrees code highest degree listed (MD > Ph. D. for persons with both) (if none listed, code "9" in Cols. 17-21)			
016		Degree (Academic Degree Code)	ACADDEG	7	17-18
017		Year granted (last 2 digits) 99 - no data	YRDEG	7	19-20
018		Respondent is: (from source listing or Schedule C) 1 - Full time SPH 2 - Part time SPH 8 - Other, adjunct, clinical, visiting, etc. 9 - no data		7	21
	8	Examples of types of jobs which your Program prepares its students			
019		1st example listed 999 - no data (Job Code-Cont. Code 3)	JEXAMP1	7	22 - 24
020		Organization 99 - no data (Organization Code-Cont. Code 7)	JORG1	7	25 - 26
021		2nd example listed 999 - no data (Job Code-Cont. Code 3)	JEXAMP2	7	27-28

Sequence Number	Item	Item Name	Label	Card	Cols.
022	8 (cont'd)	Organization 99 - no data (Organization Code - Cont. Code 7)	JORG2	7	30-31
023		3rd example listed 999 - no data (Job Code - Cont. Code 3)	JEXAMP3	7	32-34
024		Organization 99 - no data (Organization Code - Cont. Code 7)	JORG3	7	35-36

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Card Code 8-Faculty Questionnaire

Sequence Number	Item	Item Name	Label	Card	Cols.
		I.D. Number	IDNO	8	1-4
025		Card Number	CARDNO	8	5
	9a	Activities related to man/admin			
026		1. Assessing community health needs 1 - lesser 2 - 3 - moderate 4 - 5 - great 9 - no data	NEEDS	8	6
027		2. Assessing the effectiveness of existing health services in meeting community health needs (use same code as in Item 9a-1)	SERVICES	8	7
028		3. Designing or planning programs to meet community health needs (use same code as in Item 9a-1)	PROGRAMS	8	8
029		4. Identifying, mobilizing, co-ordinating community resources (use same code as in Item 9a-1)	RESOURCE	8	9
030		5. Being aware of cultural differences (use same code as in Item 9a-1)	CULTDIF	8	10

Sequence Number	Item	Item Name	Label	Card	Cols.
031	9a (cont.)	6. Planning and implementing community educational programs (use same code as in Item 9a-1)	IMPLPROG	8	11
032		7. Utilizing paraprofessionals/volunteers (use same code as in Item 9a-1)	VOLUSE	8	12
033		8. Aware of attitudes of other Health Prof. (use same code as in Item 9a-1)	ATTAWA	8	13
034		9. Using power, persuasion influence, collab. (use same code as in Item 9a-1)	POWER	8	14
035		10. Using available resources to influence legislative decisions (use same code as in Item 9a-1)	DECISIONS	8	15
036		11. Introducing changes into provision of health care (use same code as in Item 9a-1)	HCCHANGE	8	16
037		12. Establishing program goals (use same code as in Item 9a-1)	ESTGOALS	8	17
038		13. Evaluating progress toward goals (use same code as in Item 9a-1)	EVALPROG	8	18

Sequence Number	Item	Item Name	Label	Card	Cols.
039	9a (cont.)	14. Establishing feedback mechanisms (use same code as in Item 9a-1)	ESTFEEDB	8	19
040		15. Developing budgets for your program (use same code as in Item 9a-1)	DEVBUDG	8	20
041		16. Identifying sources of funding (use same code as in Item 9a-1)	FUNDING	8	21
042		17. Preparing research or contract proposal (use same code as in Item 9a-1)	RESPROP	8	22
043		18. Using cost-benefit and cost-effectiveness anal. (use same code as in Item 9a-1)	CBCEANAL	8	23
044		19. Using cost control data for day to day management (use same code as in Item 9a-1)	COSTCONT	8	24
045		20. Establishing priorities for resource allocation (use same code as in Item 9a-1)	RESALL	8	25
046		21. Establishing formal and informal organizational structures (use same code as in Item 9a-1)	ORGSTRUE	8	26
047		22. Using the interdisciplinary health team approach (use same code as in Item 9a-1)	HTEAMAPP	8	27

Sequence Number	Item	Item Name	Label	Card	Cols.
048	9a (cont.)	23. Developing and implementing administrative and personnel policies (use same code as in Item 9a-1)	ADMPERSP	8	28
049		24. Collaborating with personnel in developing policies and procedures (use same code as in Item 9a-1)	POLICY	8	29
050		25. Specifying expectations, rewards, sanctions in dealing with personnel (use same code as in Item 9a-1)	PERREW	8	30
051		26. Understanding the relationship of fulfilling basic human needs to productivity (use same code as in Item 9a-1)	PRODNEED	8	31
052		27. Assisting personnel with adaptation to change (use same code as in Item 9a-1)	PERSCHNG	8	32
053		28. Conducting inservice educational and/or training programs (use same code as in Item 9a-1)	TPROG	8	33
054		29. Recognizing and resolving conflict (use same code as in Item 9a-1)	RESCONF	8	34
	9b	General activities related to public health			
055		1. Understanding crisis care vs. health maintenance care (use same code as in Item 9a-1)	CRSVMTN	8	35

Sequence Number	Item	Item Name	Label	Card	Cols.
056	9b (cont.)	2. Understanding existing and proposed legislation (use same code as in Item 9a-1)	PLEGIS	8	36
057		3. Understanding how medical care is financed (use same code as in Item 9a-1)	CAREFIN	8	37
058		4. Understanding differences and similarities of health problems in developed and developing countries (use same code as in Item 9a-1)	HCDIFF	8	38
059		5. Understanding concepts of planning for health services (use same code as in Item 9a-1)	HLTHSER	8	39
060		6. Understanding problems related to distribution of health manpower (use same code as in Item 9a-1)	MANPDIST	8	40
061		7. Using epidemiologic methods (use same code as in Item 9a-1)	EPIDMETH	8	41
062		8. Collecting, analyzing, interpreting and reporting health related information (use same code as in Item 9a-1)	HLTHINFO	8	42
063		9. Using census, vital statistics, morbidity and health resources data (use same code as in Item 9a-1)	HLTHDATA	8	43
064		10. Understanding the use of computers for data storage, retrieval and analysis (use same code as in Item 9a-1)	COMPANAL	8	44

Sequence Number	Item	Item Name	Label	Card	Cols.
065	9b (cont.)	11. Identifying environmental hazards to human health (use same code as in Item 9a-1)	HLTHENVT	8	45
066		12. Defining and applying indices for measuring well being and illness (use same code as in Item 9a-1)	HLTHMSMT	8	46
067		13. Using agent-host-environment and/or multifactorial models (use same code as in Item 9a-1)	MODELS	8	47
068		14. Having knowledge of microbial agents causing common infectious diseases and risk factors (use same code as in Item 9a-1)	RFACTORS	8	48
069		15. Interpreting rates, means, medians, standard deviations and tests of statistical significance (use same code as in Item 9a-1)	TESTSIGN	8	49
070	10a	Other Abilities, 1st listed (if none, code "9" in Cols. 50-51) use Other Abilities Code-Content Code 11	OTHER1	8	50-51
071		Other Abilities, 2nd listed (if none, code "9" in Cols. 52-53) use Other Abilities Code-Content Code 11	OTHER2	8	52-53
072		Other Abilities, 3rd listed (if none, code "9" in Cols. 54-55) use Other Abilities Code-Content Code 11	OTHER3	8	54-55

Card Code 8 - cont'd.

Sequence Number	Item	Item Name	Label	Card	Cols.
073	8 (Seq.No.19)	Job Group classification for 1st job cited	JOBGR1	- (constructed variable)	-
074	8 (Seq.No.21)	Job Group classification for 2nd job cited	JOBGR2	- (constructed variable)	-
075	8 (Seq.No.23)	Job Group classification for 3rd job cited	JOBGR3	- (constructed variable)	-

4.2 Content Codes

Twelve Content Codes are provided for items of information requiring elaborate categorization. Most of them should be modified to suit the special interest and circumstances of the investigators. Certain codes used in the Tulane surveys were completely revised on the basis of the responses received. These are identified and we suggest that further revision await the analysis of responses given by future study subjects.

Content Code 12 requires special mention. It is a code for a constructed variable, "Job Group". Each of the thirteen Job Groups contains a list of 3 digit codes representing Job Types from Content Code 3 - Jobs. A full description of the Job Group categories is given in Section 2.4 (Job Classification) of the Final Report for this project.

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Content Code 1 - Geographic

1 - U.S.

- 1 - Louisiana (or state in which SPH is located)
- 2 - Surrounding States
  - Alabama
  - Arkansas
  - Florida
  - Georgia
  - Mississippi
  - North Carolina
  - South Carolina
  - Texas
- 3 - Other continental U.S.
- 4 - Non-continental U.S.
  - Alaska
  - Canal Zone
  - Guam
  - Hawaii
  - Puerto Rico
  - Trust Territory of Pacific
  - Virgin Islands
  - West Samoa
- 9 - Unspecified

2 - Asia

- 1 - Near East
  - Afghanistan
  - Cyprus
  - Iran
  - Iraq
  - Israel
  - Jordan
  - Lebanon
  - Pakistan (West)
  - Saudi Arabia
  - Syria
  - Turkey
  - Yemen
- 2 - Middle East
  - Bangladesh (East Pakiston)
  - Burma
  - Ceylon
  - India

2 - Asia (cont)

3 - South East
Cambodia
Indonesia
Laos
Malaya
New Guinea
Philippines
Singapore
Thailand
Vietnam (South)

4 - Far East
Formosa (Taiwan)
Hong Kong
Japan
Korea
Republic of China

3 - South America

1 - Argentina
Brazil
British Guiana
Chile
Colombia
Ecuador
French Guiana
Paraguay
Peru
Surinam
Uruguay
Venezuela

4 - Central America

1 - British Honduras
Costa Rica
Cuba
El Salvador
Guatemala
Mexico
Nicaragua
Panama
West Indies (except Puerto Rico)

5 - Europe

1 - All including British Isles & USSR

Content Code 1 - (cont'd)

6 - Africa

1 - North (N of 5° latitude)
Algeria
Cameroon
Central African Republic
Chad
Dahomey
Ethiopia
Gambia
Ghana
Guinea
Ivory Coast
Liberia
Libya
Mali
Mauritania
Morocco
Niger
Nigeria
Portuguese Guiana
Senegal
Sierra Leone
Somali Republic
Spanish Sahara
Sudan
Togo
Tunisia
United Arab Republic (Egypt)
Upper Volta

2 - South (S of 5° latitude)
Angola
Burundi
Congo
Democrat. Rep. of Congo (Belgian Congo)
Equatorial Guinea
Gabon
Kenya
Lesotho
Madagascar
Malawi
Mozambique
Rhodesia
Rwanda
Somali Republic
South Africa
South West Africa
Swaziland
Tanzania
Uganda
Zambia

Content Code 1 -(cont'd)

7 - Pacific Ocean

1 - Australia
New Zealand

8 - 1 - Canada

9 - 9 - No data

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Content Code 2 - Discipline at Entry

11 - None
12 - Student

21 - Physician
include all specialties
22 - Veterinarian
23 - Dentist
24 - Other "doctors"
include optometrist
osteopath

25 - Basic biomedical scientist
include microbiologist (bact., virol., mycol.)
parasitologist
anatomist
pharmacologist
physiologist
biochemist
immunologist

26 - Basic biological or physical scientist
include chemist (organic, inorgan., physical)
biologist
zoologist
physicist
agronomist
botanist
geneticist
entomologist

27 - Engineer
28 - Behavioral scientist
include sociologist
political scientist
psychologist
anthropologist

29 - Biostatistician, statistician, mathematician, demographer

31 - Nurse
32 - Social worker
33 - Physical, occupational therapist
34 - Sanitarian
35 - Technologist or technician
include medical technologist
laboratory or research technician
x-ray technician
blook bank technician
dental hygienist, paramedic or medex

Content Code 2 - (cont'd)

36 - Dietician, nutritionist
37 - Computer programmer
38 - Teacher, educator (degree in education)
39 - Pharmacist

41 - Hospital administrator
42 - Medical care administrator
43 - Public health administrator
44 - Other health administrator
include voluntary agencies
registry administrator
medical records administrator
45 - Health services planner
46 - Outreach, field or clinic worker (para professional)
47 - Operations researcher

51 - Other
e.g., lawyer, minister

99 - No data

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Content Code 3 - Jobs

Comments

1. First, decide whether or not the job is health-related.

   A job is non-health-related if neither the organization nor the activities of the respondent within the organization serve to promote or maintain human health.
   Ask first if the Organization (as indicated by its name) serves to promote or maintain human health. If yes, the job is health-related. If no, look at the Complete Official Job Title. Does it suggest that the respondent's activities within the organization serve to promote or maintain human health. If "yes", then the job is health-related.

   Example

Organization	Job Title	Health Related
State Health Dept.	P. H. Nurse	yes
State Health Dept.	Comptroller	yes
IBM	Marketing Analyst	no
IBM	Safety Officer	yes

2. If the job is health-related, look at the Complete Official Job Title to decide if the job is primarily administrative-managerial in nature. An administrative-managerial job in any health field would entail some or all of the activities of planning, organizing, directing, controlling, staffing.
   Look for works like "Director, "Supervisor", "Coordinator," "President."

   N. B. For persons in academic institutions, consider only persons above the level of Chairmen as holding administrative jobs, e. g., Deans, Directors of Admissions. Classify Chairmen, Section Chiefs, or Heads as Academic/Teaching.

3. Having pulled out the primarily admin. -manager jobs, look to see if the name of the organization and/or more likely, the Complete Job Title indicates that the job is primarily a research job.

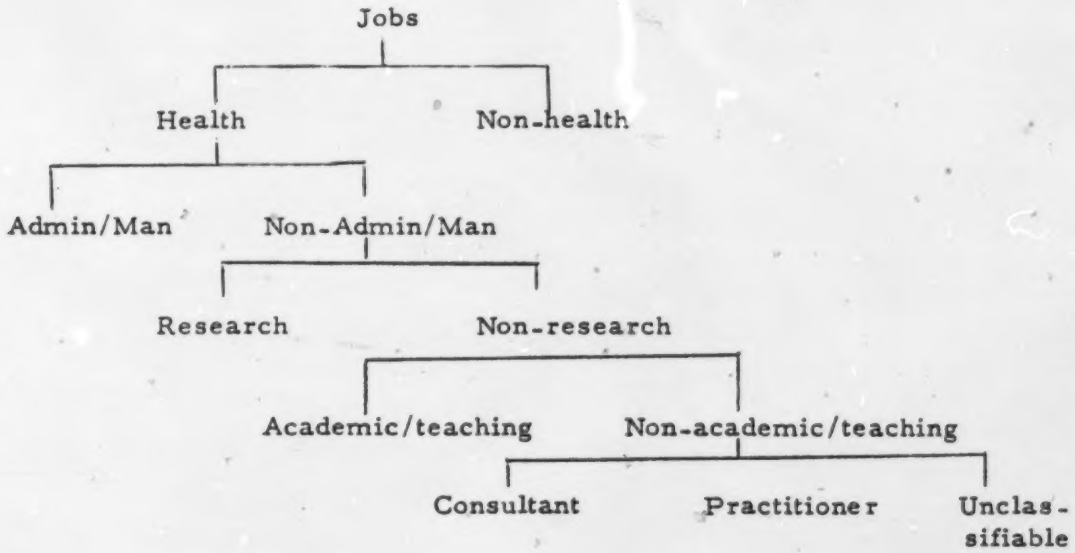
   N. B. For persons in academic institutions, classify them as Research only if the organizational subunit or job title indicated primarily research. Otherwise, classify them as Academic/Teaching.

Content Code 3 - Jobs - Comments (cont'd)

4. Classify as "Academic/Teaching," those persons who are in academic institutions but who are not top administrators or primarily researchers. Example, Instructor of Nursing, Chairman of Biostatistics.

5. Classify as Consultants those persons whose job titles include the word consultant but who aren't administrators. (There might be some problem here in deciding whether they are researchers or practitioners).

6. If the person's job is non-administrative, non-research, non-academic, non-consultant, call them Practitioner. They should simply be practicing (carrying out), activities for which their prior training has equipped them, e. g., private practice of medicine or dentistry, public health nurse, biostatistician or epidemiologist in a State Health Dept.



7. Finally, having placed health-related jobs in a broad (major) Category, locate the Job Type in the detailed code by considering what the person:
   administers or manages
   researches
   teaches
   consults about
   or practices

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Content Code 3 - Job Code

The job (occupation) code will consist of a three digit representation where the first digit represents the broad Category of the job. These Categories follow the information presented in Table 20 of the Tulane SPHTM Report on Survey of Graduates (Appendix A). The sub-categories (job types) have been constructed from Tables 21, 22 and 23 of the same report.

Summary of Major Categories

100 - Admin/managerial
200 - Practitioner
300 - Academic/teaching/training
400 - Consultant/advisor
500 - Research/analyst
600 - Non-health related
700 -
800 - Miscellaneous
888 - Insufficient data
999 - No data

Job Types for Jobs Categorized as
ADMINISTRATIVE/MANAGERIAL

PROGRAMS, AGENCIES
100 - General Preventive/control programs
101 - Public/community health
102 - Family planning
103 - Voluntary agencies
104 - Regulatory, licensing agencies
105 - Community health education
106 - Registry (e.g. cancer)
107 - Health services/manpower planning
108 -
109 - Other
FACILITIES
110 - Hospital
111 - Outpatient facilities
112 - Extended care facilities
113 -
114 -
115 -
116 -
117 -
118 -
119 - Other
PATIENT CARE - PUBLIC HEALTH ORIENTATION
120 - Preventive, occupational medicine
121 - P.H. community nursing
122 - P.H. Veterinarian
123 - Nutrition
124 - Physical Therapy

125 - Social Services
126 -
127 -
128 -
129 - Other

PATIENT CARE, NON-P.H. ORIENTATION
130 - Medical services
131 - Nursing services
132 - Veterinary services
133 -
134 -
135 -
136 -
137 -
138 -
139 - Other

Job Types for Jobs Categorized as
ADMINISTRATIVE/MANAGERIAL
(cont.)

ENVIRONMENTAL HEALTH
140 - General environ-engineering
141 - Sanitarian
142 - Occupational industrial
143 - Water
144 -
145 -
146 -
147 -
148 -
149 - Other

SCIENTIST
150 - Laboratory based (University, private)
151 - Epid. (field based, University, private)
152 - Research program (Institute)
153 - Government lab
154 - Government field
155 -
156 -
157 -
158 -
159 - Other

ACADEMIC
160 - Health professions
161 -
162 -
163 -
164 -
165 -
166 -
167 -
168 -
169 -
170 - (available for other codes stemming from a more complex respondent pool)
180 -
190 -

Job Types for Jobs Categorized as PRACTITIONERS

PATIENT CARE - NON- P.H. ORIENTATION
200 - Medical
201 - Nursing
202 - Nutrition
203 - Social Services
204 -
205 -
206 -
207 -
208 -
209 - Other
ENVIRONMENTAL HEALTH
210 - General, env. engineering
211 - Sanitary
212 - Occupational/industrial
213 - Water
214 - Radiation
215 -
216 -
217 -
218 -
219 - Other
PATIENTCARE -P.H. ORIENTATION
220 - Preventive, occupational medicine
221 - Public health, comm. nursing
222 - Nutrition
223 -
224 -
225 -
226 -
227 -
228 -
229 - Other
PLANNING
230 - Health services /manpower
231 - Facilities
232 -
233 -
234 -
235 -
236 -
237 -
238 -
239 - Other
SCIENCES
240 - Laboratory
241 - Epidemiology
242 - Research
243 - Statistics, biostatistics
244 -
245 -
246 -
247 -
248 -

Job Types for Jobs Categorized as
PRACTITIONERS
(cont.)

249 - Other
250 - Health education
260 -
270 -
280 -
290 -

Job Types for Jobs Categorized as
ACADEMIC/TEACHING/TRAINING

PATIENT CARE - NON-P.H. ORIENTATION
300 - Medical
301 - Nursing
302 - Nutrition
303 -
304 -
305 -
306 -
307 -
308 -
309 - Ot'
PATIENT CA[illegible] - [illegible]NTATION
310 - Preventive, [illegible]nal medicine
311 - Public health/co[illegible]unity nursing
312 - Community mental health
313 -
314 -
315 -
316 -
317 -
318 -
319 - Other
SCIENCES
320 - Laboratory
321 - Epidemiology
322 - Behavioral
323 - Statistics, biostatistics
324 -
325 -
326 -
327 -
3[illegible] -
[illegible] - Other
ADMINISTRATION/PLANNING
330 - Medical care
331 - Health services/manpower planning
332 - Medical records
333 -
334 -
335 -
336 -
337 -
338 -
339 - Other

Job Types for Jobs Categorized as
ACADEMIC/TEACHING/TRAINING
(cont.)

ENVIRONMENTAL HEALTH
340 -
341 -
342 -
343 -
344 -
345 -
346 -
347 -
348 -
349 -
350 -
360 -
370 -
380 -
390 -

Job Types for Jobs Categorized as CONSULTANT/ADVISOR

PATIENT CARE - NON-P.H. ORIENTATION
400 - Medical
401 - Nursing
402 - Nutrition
403 - Social services
404 -
405 -
406 -
407 -
408 -
409 - Other
ENVIRONMENTAL HEALTH
410 - General, env. engineering
411 - Sanitary
412 - Occupational/industrial
413 - Water
414 - Radiation
415 -
416 -
417 -
418 -
419 - Other
PATIENT CARE - P.H. ORIENTATION
420 - Preventive, occupational medicine
421 - Public health, comm. nursing
422 - Nutrition
423 -
424 -
425 -
426 -
427 -
428 -
429 - Other
PLANNING
430 - Health services/manpower
431 - Facilities
432 -
433 -
434 -
435 -
436 -
437 -
438 -
439 - Other

Job Types for Jobs Categorized as
CONSULTANT/ADVISOR
(cont.)

SCIENCES
440 - Laboratory
441 - Epidemiology
442 - Research
443 - Statistics, biostatistics
444 -
445 -
446 -
447-
448 -
449 - Other
HEALTH EDUCATION
450 - Health education
460 -
470 -
480 -
490 -

Job Types for Jobs Categorized as
RESEARCH/ANALYST

PATIENT CARE - NON-P.H. ORIENTATION

500 - Medical
501 - Nursing
502 - Nutrition
503 -
504 -
505 -
506 -
507 -
508 -
509 - Other
PATIENT CARE - P.H. ORIENTATION
510 - Preventive, occupational medicine
511 - Public health/community nursing
512 - Community mental health
513 -
514 -
515 -
516 -
517 -
518 -
519 - Other
SCIENCES
520 - Laboratory
521 - Epidemiology
522 - Behavioral
523 - Statistics, biostatistics
524 -
525 -
526 -
527 -
528 -
529 - Other
ADMINISTRATION/PLANNING
530 - Medical care
531 - Health service/manpower planning
532 - Medical records
533 -
534 -
535 -
536 -
537 -
538 -
539 - Other
ENVIRONMENTAL HEALTH
540 -
541 -
542 -
543 -
545 -
546 -
547 -
548 -
549 -
550 -
560 -
570 -
580 -
590 -

Job Types for Jobs Categorized as
NON-HEALTH RELATED
(code as they appear)

600 -
601 -
602 -
603 -
604 -
605 -
606 -
607 -
608 -

MISCELLANEOUS

800 - none, not employed
801 - student
802 - retired
803 -
804 -
888 - insufficient data
999 - no data

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Content Code 4 - Academic Degrees

Bachelor's Degree

11 - B.A., A.B.
12 - B.S.
13 - B.S.N., B.S.N.E., B.S.P.H.N.
14 - B.S.E. (engineering)
B.S.C.E. (civil), B.S.Ch.E. (chemical), B.S.E.E. (electrical),
B.S.M.E. (mechanical), B.I.E. (industrial)
15 - Other (e.g., B.A.Ed., Ph.B.)

Master's Degree

21 - M.A.
22 - M.S., M.Sc., M.S.N.
23 - M.S.W.
24 - M.Eng. (engineering)
M.C.E., M.Ch.E., M.E.E., M.M.E.
25 - M.Ed. (education)
26 - M.P.H., M.S.P.H.
27 - M.P.H.-T.M.
28 - M.S.Hyg.
29 - M. other (e.g. M.B.A., M.M.S., Th.M.)

Doctor's Degree

31 - M.D., M.B.Ch.B., M.B.B.S., M.B.
32 - D.V.M.
33 - Ph.D.
34 - D.D.S.
35 - D.Sc.
36 - D.Eng. (engineering)
37 - Dr.P.H.
38 - Dr.Sc.Hyg.
39 - D. other

Other

41 - No college degree at entry (e.g., pre-med only for combined
degree students)

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Content Code 5 - Degree Field/Programs

(Each SPH should substitute the Programs or "majors" which were current during the survey period)

21 - Hospital Administration '71, '72, '73
22 - Health Services - Hospital Administration
23 - Health Services Administration '69, '70 includes some nurses
24 - Medical Care Administration '71, '72, '73
25 - Medical Care - Hospital Administration
26 - Public Health Administration '69, '70, '71, '72, '73
27 - Chronic Disease - Gerontology
31 - Family Health '72
32 - Adult Health
33 - Family Health - Population Studies '73
33 - Family Health - Population Dynamics '69, '70, '71
33 - Population and Family Studies
34 - Population Studies '72
35 - Family Planning
36 - Family Health in Developing Countries
37 - Social Services
38 - Health Edcuation
38 - Communications and Health Education
41 - Health Manpower Development
42 - Maternal and Child Health
43 - Mental Health
44 - Nutrition-Biochemistry
44 - Nutrition '71, '72, '73
45 - Public Health Nursing '70 - some coded 23
51 - International Health
52 - Tropical Medicine '69, may include some Parasit.
61 - Parasitology
62 - Microbiology
63 - Epidemiology
64 - Biostatistics
65 - Environmental Health
66 -
71 - Unclassified

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Content Code 6 - Professional Training (health related) at Entry

Comments

This code is meant as an indicator of the status of the student as a health professional at the time he/she entered the SPH. It is based primarily on Item 9, "Academic Degrees," and secondarily on Item 7, "Basic professional discipline, if any, at the time of last entry into the SPH."

Ambiguity may arise in the case of a student who completed a Doctoral degree during the survey period immediately after completing a Master's degree with no intervening period of professional activity. If the student had only baccalaureate training when he/she initially entered the SPH for a Master's program, the response to Item 7 should be "none" or "student" and the respondent would be coded "1." This will discriminate "pre-professional" students who achieved the doctorate without prior professional training or intervening job experience from those doctoral degree recipients who entered the doctoral program with professional training and/or experience.

The Professional Training (health related) code is as follows:

1 - None
This would include persons with baccalaureate degrees in liberal arts and humanities. Undergraduate degrees with a major in most sciences (chemistry, psychology, microbiology, sociology) would be included here because a person holding such a degree would not be qualified to work as a professional chemist, psychologist, microbiologist, or sociologist. It would also include persons with Master's and Doctoral degrees that were completely non-health, non-science related. Item 7 would state "none," "student," or a non-health related profession for this category - unless the respondent had acquired work experience which allowed him/her to claim a "basic professional discipline." In this case, they would be rated "2."

2 - Baccalaureate leading to licensure or certification (except nurse)
This would include, for example, medical technologists, physical therapists, dental hygienists, sanitarians, engineers, and education majors. These persons would be able to go out and hold jobs as professionals in their field after receiving these degrees. Also included here would be persons without such degrees but who might state a health related profession (Item 7) acquired by work experience.

3 - Master's (health or science related) and nurse
This would include M.S.W.'s, B.S.N. and nurse (or other nursing degrees), Master's in Biology, Microbiology, Psychology, etc. It would not include Master's in Art History.

4 - Doctorate (health or science related)
Include physicians, microbiologists, biochemists, etc.

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Content Code 6 - Professional Training (health related) at Entry

Professional Training (health related)

1 - None
Baccalaureate degrees - non-science or science which do not lead to licensure or certification
Master's and Doctoral degree which are completely non-science, non-health related
Include:
Bachelor's degree in
liberal arts, humanities
microbiology, chemistry, sociology, psychology
Master's or Doctor's degrees in
humanities, arts

2 - Baccalaureate degrees leading to licensure or certification in health related or education field except nurse
"1-None" with work experience sufficient to claim "basic professional discipline" in Item 7
Include Bachelor's degrees in:
Medical Technology
Sanitary engineering or sanitation
Physical or Occupational Therapy
Dental Hygiene
Education

3 - Master's degrees - health or science related and Bachelor's degree in nursing
Include:
B. S. N.
B. S. (nursing)
Master's degrees in:
Social Work (MSW)
Sociology, Psychology
Biology, Microbiology, etc.
Education
Public Health

4 - Doctoral degrees - health or science-related

9 - No data, insufficient data

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Content Code 7 - Organization

1 - Military

1 - Unspecified
include Medical Corps,
Veterinary Corps
Office of Surgeon General
Ship
Military Post
2 - Patient facility
include Clinic, hospital
Dispensary
Medical Center
3 - School (e.g.) Aerospace Medicine)
4 -
5 -
6 -
7 -
8 - Other (list)
9 - Insufficient data

2 - International

1 - WHO
2 - PAHO
3 - AID
4 -
5 -
6 -
7 -
8 - Other (list)
9 - Insufficient data

3 - Official (governmental) patient facility, incl. hospital, clinic medical center, dispensary

1 - City
2 - County, Parish
3 - State or Province
4 - Regional
5 - Federal
include USPHS
VA
6 -
7 -
8 - Other (list)
9 - Insufficient data

Content Code 7 -(cont'd)

4 - Official (governmental) agency, non-patient facility

1 - City
2 - County, Parish
3 - State
4 - Regional
5 - Federal
include Peace Corps
NCDC
PHS
6 -
7 -
8 - Other (list)
9 - Insufficient data

5 - Quasi-governmental

1 - Area health planning councils
2 - Regional medical programs
3 - PSRO's
4 - Visiting Nurse Assoc.
5 - Council on Aging
6 -
7 -
8 - Other (list)
9 - Insufficient data

6 - Private

1 - Industrial, manufacturing
include pharmaceutical companies
2 - Health service providing
include Hospitals
Clinics
Home health services
Nursing homes
HMO's
Group practices
3 - Planning, consulting, research
4 - Voluntary (non-profit supported by contributions, e.g., Amer. Ca. Society, Hope, Inc., Red Cross, Travelers Aid)
5 - Insurance Company
6 - Engineering company, architectural engineering
7 -
8 - Other
9 - Insufficient data

Content Code 7 -(cont'd)

7 - Academic - University or 4-year college

1 - Health professional schools
include Public Health
Medicine, Dentistry, Nursing
Veterinary
2 - Health related programs or schools
include Basic biomedical (e.g. microbiology)
Physical therapy
Medical technology
Allied Health Sciences
Home Economics, Human Ecology
Medical Records
Life Sciences
3 - No specific admin. unit - college or university as a whole
4 - University medical facility
5 - University research facility
6 -
7 -
8 - Other (list)
9 - Insufficient data

8 - Educational or training, other than 4-year college or university

1 - Junior College
2 - Nursing, auxilliary nursing school
3 - Primary, secondary schools
4 -
5 -
6 -
7 -
8 - Other (list)
9 - Insufficient data

9 - Other than above

1 - Self-employed, include private practice
2 -
3 -
4 -
5 -
6 -
7 - Other (list)
8 - Insufficient data
9 - No data

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Content Code 8 - Future Activities

General System: Content Code 8 is to be used in coding the open ended responses to Item 15b and Item 16 in the Alumni questionnaire. These items refer respectively to additional important activities and new or future activities of importance. The code categories were derived from the information in Table 61 of the Tulane SPHTM Report on Survey of Graduates (Appendix A). A summary list of the major categories is as follows:

001-040	Organization responding to official policies or legislation
041-050	Organization and extramural relationships
051-069	Relating to health care delivery and delivery systems
070-079	Relating to management/administration
080-099	Organization and political process
100-119	Education, teaching, training
120-139	Environmental health
140-159	Research
160-179	Personal relationships, leadership
180-199	Data collection, management
200-219	Assuming new roles
220-239	Having greater knowledge of
240-297	General and miscellaneous activities
298	Insufficient data to classify
299	No data

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Content Code 8 - Future Activities

Organization responding to official policies or legislation expanding/changing scope of activities in response to

001 - HMO, national health insurance
002 - OSHA, EPA, consumer product safety
003 - Other (NCI, Dept. Defense, Health Resources Planning)
004 -
005 -
006 -
007 -
008 -
009 -

Coping with adverse effects

010 - Decreased funding, personnel
011 - Red tape, interference
012 - Other, e.g., job uncertainty, lower quality personnel, legislative loopholes
013 -
014 -
015 -

Modification of job-activities, qualifications, e.g., affirmative action

016 -
017 -
018 -
019 -
020 -

Implementing official policy in community, e.g., regulation of care providers, food precessors

021 -
022 -
023 -
024 -
025 -

Supplying required information, e.g., PSRO's

026 -
027 -
028 -
029 -
030 -

Interpreting, selling policy to community

031 -
032 -
033 -
034 -
035 -

Greater involvement with official agencies

036 -
037 -
038 -
039 -
040 -

Organization and extramural relationships
To the community

041 - Getting involved, e.g., being accountable, responsive, providing service
042 - Changing community behavior patterns, e.g., education, motivation, organizing for political activity
043 - Selling policy, coping with negative attitudes
044 -
045 -

Organization and extramural relationships
To other organizations

046 - Communicating, coordinating, integrating
047 - Providing consultation
048 - Other (bargaining; knowing structure, functions, policies)
049 -
050 -

Relating to health care delivery and delivery systems

051 - Greater use of paraprofessionals
052 - More emphasis on preventive care, preventive medicine
053 - Increasing role of p. h. workers in patient care systems
054 - More emphasis on comprehensive, integrated care
055 - Shift to ambulatory, home care
056 - Seeking means to remove financial barriers with simpler, cheaper alternatives
057 - General awareness of changes
058 - Other, e. g., more family practitioners, upgraded care for small communities, emphasis on school care, emergency response
059 -
060 -
061 -
062 -
063 -
064 -
065 -
066 -
067 -
069 - Other

Relating to management/ administration

070 - Financial management, cost analysis
071 - Planning, developing, implementing new services, programs
072 - Personnel management
073 - Managing, coordinating, organizing
074 - Use of systems theory, O-R
075 -
076 -
077 -
078 -
079 - Other (manpower analysis, organizational theory)

Organization and political process

080 - Pressuring for official acceptance of change
081 - Entering into political process
082 - Understanding role, contribution of politics
083 -
084 -
085 -
086 -
087 -
089 -
090 -

091 -
092 -
093 -
094 -
095 -
096 -
097 -
098 -
099 -

Education, teaching, training

100 - Changes in approach
101 - Helping students understand, adapt to change
102 - Teaching to assume new roles
103 - More emphasis on community as opposed to clinical
104 - Continuing education
105 - Training or paraprofessionals
106 - Curriculum development
107 -
108 -
109 -
110 -
111 -
112 -
113 -
114 -
115 -
116 -
117 -
118 -
119 - Other

Environmental health

120 - General, sanitary
121 - Occupational health, safety
122 - Recognition of environmental hazards
123 -
124 -
125 -
126 -
127 -
128 -
129 -
130 -
131 -
132 -
133 -
134 -
135 -
136 -

137 -
138 -
139 - Other

Research

140 - Evaluation of programs, services
141 - General, applied
142 -
143 -
144 -
145 -
146 -
147 -
148 -
149 -
150 -
151 -
152 -
153 -
154 -
155 -
156 -
157 -
158 -
159 -

Personal relationships, leadership

160 - Developing team approach
161 - Other, e.g., facilitating change, broadening perspective of others
162 -
163 -
164 -
165 -
166 -
167 -
168 -
169 -
170 -
171 -
172 -
173 -
174 -
175 -
176 -
177 -
178 -
179 -

Content Code 8 -(cont'd)

Data collection, management

180 - Data management, processing
181 - Collection, utilization of data from community
182 -
183 -
184 -
185 -
186 -
187 -
188 -
189 -
190 -
191 -
192 -
193 -
194 -
195 -
196 -
197 -
198 -
199 - Other

Assuming new roles

200 - Nurse-practitioner
201 - Other (top administrative, sex counseling)
202 -
203 -
204 -
205 -
206 -
207 -
208 -
209 -
210 -
211 -
212 -
213 -
214 -
215 -
216 -
217 -
218 -
219 -

Having greater knowledge of

220 - Clinical sciences
222 - Basic biomedical sciences
223 - Behavioral sciences (sociology)
224 - Foreign languages

225 - Demography
226 -
227 -
228 -
229 -
230 -
231 -
232 -
233 -
234 -
235 -
236 -
237 -
238 -
239 -

General and miscellaneous activities

240 - No new ones as yet
241 - Adjusting to compromise, to gap between knowledge and application
242 - Need for integrated approach to multiple problems in developing areas
243 - Adapting, utilizing new methods, technologies
244 - Informal problem solving
245 - Seeking sources of funding
246 - Keeping current
247 - Other (pet animal pop. control, infection control, use of paraprofessionals in other than health care)
248 -
249 -
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268 -
269 -

Content Code 8 -(cont'd)

270 -
271 -
272 -
273 -
274 -
275 -
276 -
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280 -
281 -
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283 -
284 -
285 -
286 -
287 -
288 -
289 -
290 -
291 -
292 -
293 -
294 -
295 -
296 -
297 -
298 - Insufficient data to classify
299 - No data

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Content Code 9 - Desired Experiences

Comments

The "desired experiences" categories were derived from Table 71 of the Tulane SPHTM Report on Survey of Graduates (Appendix A). In our survey, citations of specific areas of learning outnumbered the general citations by about 3:1. The specific area codes refer largely to specific instructional areas offered by Tulane SPHTM during the survey period. Sufficient open codes are available to supplement both specific and general areas.

Approximately 35 percent of the specific area citations were qualified, i.e. instead of "more public administration," the respondent would state, "more advanced training" or "more field experience" in "public administration." Because these comments gave an additional dimension to the specific area citations, the most frequent qualifiers have been listed in an optional one digit "Quality of Desired Experience" code which can be added to the three digit code for the desired experience.

Summary of Major Categories

Specific Areas

100-169	Administration/management
170-199	
210-219	Environmental health
220-229	Biostatistics
230-239	Education/communication
240-249	Epidemiology
250-259	Mental health
260-269	Public health nursing
270-279	Maternal and child health
280-289	Nutrition
290-299	Tropical medicine
300-309	Microbiology
310-319	Parasitology
320-329	International law
330-339	Family planning
340-499	

General Areas

500-509	Methodologies
510-519	Implementing change in community
520-529	Grant, contract proposals
530-539	More independent activities
540-549	Basic knowledge-human health, disease, ecology
550-559	Special biomedical courses
560-569	More personal interaction
570-699	
700	None, needs generally met
710	Inappropriate response
720	Insufficient information to classify
730	Other
799	No data

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Content Code 9 - Desired Experiences

ADMINISTRATION/MANAGEMENT

General

100 - Health services administration
101 - Public health administration
102 - Medical care administration
103 - Hospital administration
104 - Administration, unspecified
105 - Health manpower development
106 -
107 -
108 -
109 -

Medical care

110 - Comprehensive, integrated, pre-paid
111 - Gerontology
112 - Special (emergency, home)
113 - Interdisciplinary approach to
114 - Use of paraprofessionals in
115 - Assessment of needs
116 - Community health programs - field exp., planning
117 - Visits to facilities, contact with practicing M. D. 's
118 - Medical care legislation
119 -
120 -
121 -
122 -
123 -
124 -
125 -
126 -
127 -
128 -
129 - Other, medical care

Management

130 - Modern management, business techniques
131 - Personnel management
132 - Management unspecified
133 -
134 -
135 -
136 -
137 -
138 -
139 - Other management

Finances

140 - Budgeting, cost analysis
141 - Health financing, e.g., third party payments
142 -
143 -
144 -
145 -
146 -
147 -
148 -
149 - Other, finances

Health service system

150 - Of other countries, e.g. socialized
151 - Administration for developing countries
152 -
153 -
154 -
155 -
156 -
157 -
158 -
159 - Other, health service systems

Law

160 - Public health
161 - Hospital
162 -
163 -
164 -
165 -
166 -
167 -
168 -
169 - Other, law

Other admin/man

170 -
171 -
172 -
173 -
174 -
175 -
176 -
177 -
178 -
179 - Other
180 -
199 - Open

ENVIRONMENTAL HEALTH

210 - General, unspecified
211 - Occupational, industrial, inc. OSHA
212 - Toxicology
213 - Air
214 - Radiological
215 - Water
216 -
217 -
218 -
219 - Other environmental

BIOSTATISTICS

220 - General
221 - Computers, programming
222 - Data management, analysis
223 - Knowing, using sources of data
224 - Survey methods
225 -
226 -
227 -
228 -
229 - Other biostatistics

EDUCATION/COMMUNICATIONS

230 - Principles of education, health education methods
231 - Communications, mass media use
232 - For paraprofessionals
233 -
234 -
235 -
236 -
237 -
238 -
239 - Other education/communications

EPIDEMIOLOGY

240 - General
241 - Chronic disease epid.
242 - Infectious disease epid.
243 -
244 -
245 -
246 -
247 -
248 -
249 - Other epid.

MENTAL HEALTH

250 - General
251 - Group process, group dynamics
252 -
253 -
254 -
255 -
256 -
257 -
258 -
259 - Other

PUBLIC HEALTH NURSING

260 - General
261 - Community nursing
262 -
263 -
264 -
265 -
266 -
267 -
268 -
269 - Other. p. h. nursing

MATERNAL AND CHILD HEALTH

270 - General
271 -
272 -
273 -
274 -
275 -
276 -
277 -
278 -
279 -

NUTRITION

280 - General
281 -
282 -
283 -
284 -
285 -
286 -
287 -
288 -
289 -

TROPICAL MEDICINE

290 - General
291 -
292 -
293 -
294 -
295 -
296 -
297 -
298 -
299 -

MICROBIOLOGY

300 - General
301 -
302 -
303 -
304 -
305 -
306 -
307 -
308 -
309 -

PARASITOLOGY

310 - General
311 -
312 -
313 -
314 -
315 -
316 -
317 -
318 -
319 -

INTERNATIONAL LAW

320 - General
321 -
323 -
324 -
325 -
326 -
327 -
328 -
329 -

FAMILY PLANNING

330 - General
331 -
332 -
333 -
334 -
335 -
336 -
337 -
338 -
339 -

(340-499- open for other specified areas.)

NOTE - codes for General Areas start here

METHODOLOGIES

500 - Evaluation, research methodology
501 - Systematic approach to problem solving
502 - Team approach to problem solving
503 -
504 -
505 -
506 -
507 -
508 -
509 - Other, methodologies

IMPLEMENTING CHANGE IN COMMUNITY

510 - Political science, legislative process
511 - Community organization
512 -
513 -
514 -
515 -
516 -
517 -
518 -
519 - Other, comunity change

GRANT, CONTRACT PROPOSALS

520 - General
521 -
522 -
523 -
524 -
525 -
526 -
527 -
528 -
529 -

MORE INDEPENDENT ACTIVITIES

530 - Field experience in agencies
531 - Individual projects
532 - Workshop, seminar courses
533 -
534 -
535 -
536 -
537 -
538 -
539 - Other

BASIC: HUMAN HEALTH, DISEASE, ECOLOGY

540 - Ecology
541 - Cultural, social factors in disease and illness
542 - Disease process, medical terminology
543 -
544 -
545 -
546 -
547 -
548 -
549 -

SPECIAL BIOMEDICAL COURSES

550 - Pharmacology
551 -
552 -
553 -
554 -
555 -
556 -
557 -
558 -
559 - Other biomedical courses

MORE PERSONAL INTERACTION

560 - Among students
561 - With faculty
562 -
563 -
564 -
565 -
566 -
567 -
568 -
569 -

(570-600 - open for other General Areas)

700 - None, needs generally met
710 - Inappropriate response
720 - Insufficient information to classify
730 - Other
799 - No data

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Content Code 9 - Desired Experiences
Optional Suffix - Quality of Desired Experience

1 - More applied, more practical, or more field (include less theoretical) in

2 - More advanced, more specialized experience in

3 - More experience in planning and/or development of

4 - More current, updated teaching in

5 - More evaluation of

6 -

7 -

8 -

9 - No quality statement given

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Content Code 10 - Suggestions

Comments

The categories for "suggestions" were adapted from the open-ended responses given by SPHTM Alumni as shown in Tables 79 and 80 of the Tulane University SPHTM Report on Survey of Graduates (Appendix A). Two-thirds of the "suggestions for improvement" were of a general nature. These have been assigned 3 digit code numbers 110-199.

The remaining suggestions dealt with specific areas of academic instruction. These also bear 3 digit codes, but the first 2 digits refer to the area of instruction (e.g. environmental health) and the 3rd digit codes the suggestion itself (e.g. upgrade). Thus, for specific suggestions:

1st 2 digits - Area Code; refers to a specific area of academic instruction
3rd digit - Suffix Code; codes the suggestion

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Content Code 10 - Suggestions

More real, practical learning

110 - more field experience, practical experience in community programs
111 - less theoretical, more related to job needs, real world
112 - more instructors with real experience
113 - more practical problem solving exercises
114 - more involvement in faculty research
115 -
116 -
117 -
118 -
119 -

Upgrade teaching/learning process

120 - evaluate, upgrade instructors; require formal teaching courses for instructors
121 - courses not graduate level, not sufficiently demanding
122 - upgrade programs, e.g. by lengthening, including field experience
123 - upgrade courses, e.g. by use of scholars and leaders, better use of instructional media
124 - don't admit, carry substandard students
125 -
126 -
127 -
128 -
129 -

Teaching approach

130 - more student involvement, participation; contribution to teaching, curriculum design
131 - more concern with current problems
132 - emphasize interdisciplinary, team approach to health problems
133 - more small group, individual projects
134 - adjust teaching to student background
135 - instructors aloof, biased toward certain groups of students
136 -
137 -
138 -
139 -

Content Code 10-(cont'd)

More flexibility, freedom of choice

140 - fewer required courses, more electives
141 - more freedom of choice for mid-career students
142 - facilitate cross-registration in other schools in University
143 -
144 -
145 -
146 -
147 -
148 -
149 -

More emphasis on

150 - proposal writing including budget preparation
151 - practical business sense of public health operations
152 - role of government, legislative process in public health
153 - O-R, systems analysis
154 - research methodology
155 - personnel management
156 -
157 -
158 -
159 -

Miscellaneous

160 - promote interaction among students, students and faculty
161 - improve faculty advising of students
162 - SPH should be more involved with community and provide leadership
163 -
164 -
165 -
166 -
167 -
168 -
169 -
170-199 Open

1st 2 Digits-Area Code

Administration/Management
20 - general
21 -
22 -
23 -
24 -
Environmental Health
25 - general
26 -
27 -
28 -
29 -
Biostatistics
30 - general
31 -
32 -
33 -
34 -
Epidemiology
35 - general
36 -
37 -
38 -
39 -

40 -
41 -
42 -
43 -
44 -

45 -
46 -
47 -
48 -
49 -

50 -
51 -
52 -
53 -
54 -

55 -
56 -
57 -
58 -
59 -

3rd Digit - Suffix Code

1 - improve, upgrade
2 - more practical, applied, job oriented
3 - update, more current
4 - more emphasis, require
5 - less emphasis, don't require
6 - adjust to student need, background
7 -
8 -
9 - other

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Content Code 11 - Other Abilities

Comments

The "other abilities" categories were adapted from open ended responses given by Tulane Faculty in answer to a Faculty Survey question concerning other abilities of importance to all Master's level students. These "other abilities" were in addition to the 44 activities items.

Summary of Major Categories

10-19 Personal Attributes

20-29 Communication Skills

30-39 Community Relations

40-49 Management Roles

50-59 Financial Management

60-69 Methodologies

70-79

80-89

90-99

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Content Code 11 - Other Abilities

Personal Attributes

10 - General professional, personal maturity
11 - Interest, motivation, initiative
12 - Ability to think clearly
13 - Patience
14 -
15 -
16 -
17 -
18 -
19 -

Communication Skills

20 - Writing, speaking effectively
21 - Interviewing skills
22 - Audio-visual, mass media techniques
23 - Teaching skills
24 -
25 -
26 -
27 -
28 -
29 -

Community Relations

30 - Community organization
31 - Political understanding
32 - Socio-cultural understanding
33 -
34 -
35 -
36 -
37 -
38 -
39 -

Content Code 11-(cont'd)

Management Roles

40 - Team leadership
41 - Use of consultants
42 - Personnel management
(Inc. job descriptions, supervision)
43 - Organizational behavior
44 - Group process, dynamics
45 - Interpersonal skills
46 -
47 -
48 -
49 -

Financial Management

50 - General knowledge
51 - Accounting
52 - Economics, Marketing
53 -
54 -
55 -
56 -
57 -
58 -
59 -

Methodologies

60 - Research design
61 - Protocol preparations
62 -
63 -
64 -
65 -
66 -
67 -
68 -
69 -

70-99 - Open

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Content Code 12 - Job Group (constructed variable)

Comments

The variable "Job Group" is a constructed variable derived by manipulation of data inputs, in this case, the 3 digit codes used to classify jobs held by alumni and cited by faculty. The numerous specific Job codes in "Content Code 3 - Jobs" have been grouped empirically into 13 broader Job Groups to which we have given the letters A-M. "Content Code 12 - Job Group" contains a general description of the kinds of jobs to be included in each Job Group with some examples. This is followed by a listing of the specific Job codes from "Content Code 3 - Jobs" which we have assigned to each Job Group.

As presently constructed, it is necessary to first classify jobs according to Content Code 3 before they can be classified into a Job Group. In future surveys, jobs will doubtless be encountered for which no Job code is given in Content Code 3. In such cases, we recommend that the Job classification procedure described in the "Content Code 3 - Comments" be followed, a new Job code be assigned if necessary; then the new Job code be entered under whichever Job Group seems most appropriate.

Additional Job Groups can, of course, be created. This may be desirable if a broader spectrum of health professions is to be included in future surveys.

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Content Code 12 - Job Group (constructed variable)

01 - Job Group A - Administrator/managers of patient facilities having no explicit community orientation. Examples : administrative services officer for ambulatory care center; hospital administrator.

Job codes [1] :

110 - admin/man ; hospital
111 - " " ; outpatient facilities
112 - " " ; extended care facilities

02 - Job Group B - Administrator/managers and consultants for patient services without explicit community orientation. Examples : director of nursing (hospital) ; director of emergency room (hospital)

Job codes [1] :

130 - Admin/man ; medical services
131 - " " ; nursing services
132 - " " ; veterinary services

400 - Consultant ; medical services
401 - " ; nursing
402 - " ; nutrition
403 - " ; social services

03 - Job Group C - Administrator/managers and consultants for community oriented control or preventive programs. Examples : chief, health and environmental activities (military); health officer (county).

Job codes [1] :

100 - Admin/man ; general preventive, control programs
101 - " " ; public/community health
104 - " " ; regulatory programs
105 - " " ; community health education

04 - Job Group D - Administrator/managers and consultants for patient services with explicit community orientation. Examples : clinical co-ordinator (community clinic); nursing supervisor for TB control (state)

Job codes [1] :

102 - Admin/man ; family planning

[1] from content Code 3 - Jobs

Content Code 12 -(cont'd)

04 - Job Group D - continued

103 - Admin/man ; voluntary agencies

120 - Admin/man ; preventive occupational medicine
121 - " " ; p. h. /community nursing
122 - " " ; p. h. veterinarian
123 - " " ; nutrition
124 - " " ; physical therapy
125 - " " ; social services

420 - Consultant ; preventive, occupational medicine
421 - " ; public health, comm. nursing
422 - " ; nutrition

05 - Job Group E - Planners, researchers, evaluators for health services and health manpower. Examples : assistant director of health planning for area planning commission (state); planning associate for area planning council.

Job codes [1] :

107 - Admin/man ; health services/manpower planning
230 - Practitioner; planning health serv., manpower
231 - " ; planning facilities

430 - Consultant ; planning health serv., manpower
431 - " ; planning facilities

530 - Res/analyst ; medical care
531 - " ; health service/manpower
532 - " ; medical records

06 - Job Group F - Practitioners of patient care without explicit community orientation. Examples : physician in regional hospital (military); pediatrics resident (hospital)

Job codes [1] :

200 - Practitioner; medical
201 - " ; nursing
202 - " ; nutrition
203 - " ; social services

07 - Job Group G - Practitioners of patient care with explicit community orientation. Examples : resident in aerospace medicine (military); public health nurse (county); public health nutritionist (state)

Job codes [1] :

220 - Practitioner; preventive, occupational medicine
221 - " ; public health, comm. nursing
222 - " ; nutrition
250 - " ; health education

[1] from Content Code 3 - Jobs

08 - Job Group H - Environmental health administrator/managers and consultants. Examples : manager of environmental engineering (consulting engineers); public health administration in division of environmental health (county)

Job codes [1] :

140 - Admin/man ; general environ-engineering
141 - " " ; sanitarian
142 - " " ; occupational, industrial
143 - " " ; water

410 - Consultant ; general env. engineering
411 - " ; sanitary
412 - " ; occupational, industrial
413 - " ; water
414 - " ; radiation

09 - Job Group I - Environmental health practitioners. Examples : environmental specialist (engineering company); environmental technologist for the institutional sanitation unit (state)

Job codes [1] :

210 - Practitioner ; general env. hlth, env. engineering
211 - " ; sanitary
212 - " ; occupational/industrial
213 - " ; water
214 - " ; radiation

10 - Job Group J - Scientist and researchers. Examples : chief, epidemiology section (military); duputy chief, epidemiology section; public health microbiologist (county)

Job codes [1] :

106 - Admin/man ; registry
150 - " " ; laboratory (university, private)
151 - " " ; epid. (field based, university, private)
152 - " " ; research program (institute)
153 - " " ; government laboratory
154 - " " ; government field

240 - Practitioner ; laboratory
241 - " ; epidemiology
242 - " ; research
243 - " ; statistics, biostatistics

440 - Consultant ; laboratory
441 - " ; epidemiology
442 - " ; research
443 - " ; statistics, biostatistics

[1] from Content Code 3 - Jobs

Content Code 12 - (cont'd)

10 - Job Group J - continued

500 - Researcher ; medical
501 - " ; nursing
502 - " ; nutrition

510 - Researcher ; preventive/occupational medicine
511 - " ; public health, comm. nursing
512 - " ; community mental health

520 - Researcher ; laboratory
521 - " ; epidemiology
522 - " ; behavioral
523 - " ; statistics, biostatistics

11 - Job Group K - Teachers of patient care without explicit community orientation. Examples : instructor, department of pediatrics (medical school); instructor, maternal and newborn nursing (college of nursing)

Job codes [1] :

300 - Acad/teach ; medical
301 - " ; nursing
302 - " ; nutrition

12 - Job Group L - Teachers of patient care and services with explicit community orientation. Examples : assistant professor, department of preventive and social medicine (medical school); assistant professor of public health nursing (department of nursing in university)

Job codes [1] :

160 - Admin/man ; academic for health professions

310 - Acad/teach ; preventive, occupational medicine
311 - " " ; public health, comm. nursing
312 - " " ; community mental health

330 - Acad/teach ; med. care admin. planning
331 - " " ; health serv. /manpower planning
332 - " " ;

450 - Consultant ; health education

[1] from Content Code 3 - Jobs

Content Code 12 - (cont'd)

13 - Job Group M - Teachers of sciences. Examples : head, department of microbiology (university); lecturer, medical parasitology (medical school); assistant professor, epidemiology (school of public health)

Job code [1] :

320 - Acad/teach ; laboratory sciences
321 - " " ; epidemiology
322 - " " ; behavioral sciences
323 - " " ; statistics, biostatistics

[1] from Content Code 3 - Jobs

5. CONTROL CARDS

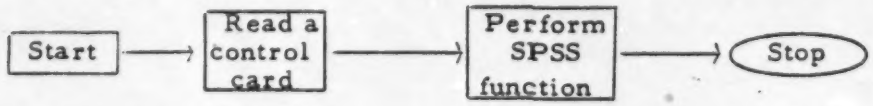
It is assumed that the user of this manual is familiar with the fundamentals of social science research, methodology and data collection. What follows is a brief introduction to computer analysis using SPSS (Statistical Package for the Social Sciences). As there are currently three versions of SPSS in use it is incumbent upon the researcher to determine which version his/her computer facility has installed.

SPSS is fully documented in Nie, Hull, Jenkins, Steinbrenner, and Bent, 'Statistical Package for the Social Sciences'. McGraw-Hill. 2nd Edition, 1975. For those who desire an overview and brief description, the 'SPSS Primer' is also available.

Each SPSS program consists of basically three parts - data definition cards, task definition cards, and the data cards themselves.

Data definition cards basically introduce the data, its format, labels and any modification to be done during the current run. Task definition cards express the procedures the user wishes to perform on his/her data during the current run. Following the first procedure card is the data itself.

SPSS elicits commands to the computer via control cards which are processed sequentially.



The language used on these control cards is straightforward and it is advised that one become familiar with the language before attempting to use SPSS.

The following "deck set-up" illustrates the necessary control cards and their order for obtaining frequency distributions for the variables cited in the Faculty Survey, Card 9.

Sample SPSS Program

	Control Field	Specification Field
Data Definition Cards	RUN NAME	Frequencies /Faculty Survey
	FILE NAME	Faculty COC
	N of CASES	73
	INPUT MEDIUM	Card
	DATA LIST	FIXED / A12 5, B12 12,
		C12 19, D12 26, E12 33, F12 40,
		G12 47, H12 54
	MISSING VALUES	A12 to H12(9)
	VAR LABELS	A12, Quest12A/ B12, Quest12B/
		C12, Quest12C/ D12, Quest12D/
		E12, Quest12E/ F12, Quest12F/
		G12, Quest12G/ H12, Quest12H
Task Definition Cards	FREQUENCIES	General=All
	OPTIONS	5
	STATISTICS	All
	READ INPUT DATA	
Data Cards	3 3 1 1 1 5 5 1	
	5 5 5 4 4 3 1 3	
	(continue data cards here)	
	FINISH	

In addition to these SPSS cards, each computer will have its own language by which to access SPSS. This information is provided, usually in the form of manuals at all computer facilities.

It is general practice amongst avid users of SPSS to obtain a FREQUENCIES run as a first step and then proceed to CROSSTABS (joint frequencies) or other relevant statistical treatments depending upon one's data.

Steps necessary to set up an SPSS program.

1. Questionnaires coded.

2. Questionnaires punched on cards.
   Data may be moved to tape or disk. (optional)

3. Computer control language determined.

4. SPSS control cards set up.
   Each user's specification field (see Sample SPSS Program, Specification Field) will vary. However, only the choice of and the order of the control field (see Sample SPSS Program, Control Field) will vary. Any word appearing in the control field must follow exactly those guidelines which appear in the SPSS manual.